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ANNUAL CATALOGUE

AND COURSE OF STUDY

OF

THE ILLINOIS

STATE NORMAL UNIVERSITY

NORMAL, ILLINOIS

THIRTY-NINTH YEAR.

For the Academic Year Ending June 18

1896 a.



Pupil Teacher and Primary School.

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Illinois State Normal University.

Early History.

THE Illinois State Normal University was established by act of the Legislature in 1857. The statute providing for its location directed the governing board to solicit bids from competing points. Four cities were especially interested in securing it. Bloomington, McLean county, having offered the most favorable inducements, was selected as the location of the school. In October, 1857, the school began its sessions in rented rooms in the city of Bloomington. In September, 1860, it was removed to what was then known as North Bloomington, where a commodious building had been erected for its accommodation. The suburb of North Bloomington subsequently became a separate town under the name of Normal. It has a population of about 4,000. It is a very desirable place of residence, having those qualities which are especially characteristic of school towns. The charter provides that intoxicating liquors shall never be sold within the limits of the town. There are no places of amusement, nor resorts that are in any respect objectionable. Electric cars connect Normal with Bloomington.

Material Equipment.

THE Normal School is comfortably housed in two buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000.

The basement contains dressing rooms for gentlemen, the chemical laboratory, a room used for clay work, another used for gymnastic exercises, and several store-rooms. On the first floor are the reading room and library, dressing rooms for ladies, office, a spacious room for drawing classes, and an assembly room and class rooms. On the second floor are the normal assembly room, with a seating capacity of 376, and eight class rooms each about 30 by 32. On the third floor are the museum, physical laboratory, office of the teacher of natural sciences, a large assembly hall, and the halls of the two literary societies.

The Training School building is a substantial brick structure of two stories and a basement. The basement contains play rooms and dry closets. On the first floor there are five school rooms, each having a seating capacity of forty pupils. There is, beside, a smaller room that is used for recitation purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 150. In addition to this there are eight recitation rooms, each of which is sufficiently large to accommodate a class of twenty-five. The peculiar construction of this part of the building is to be accounted for by the fact that it became necessary to secure as many class rooms as possible in order to furnish opportunities to a large number of pupil teachers to engage in the practice work.

The two buildings are heated from a commodious boiler house, which is equipped with three large boilers.

A third building, 100 by 125, is now in process of erection. It will contain an admirable gymnasium, bath rooms, a bowling alley, library room, and science rooms. The cut on the fourth cover page shows it as seen from the east.

The chemical laboratory is well adapted to the needs of the school. The physical laboratory is well equipped with apparatus. The museum contains a large collection of specimens. The science department is furnished with an excellent lantern, and is also supplied with a steam pump for the compression of gases.


There is a valuable reference library of over 9,000 bound volumes and 2,000 pamphlets. These books have been carefully selected, and there are scarcely any useless volumes in the collection, while new and desirable additions are being constantly made.

Students are allowed the free use of the reading-room, and may draw out books without charge. The department is open seven hours and a half of every school day, and the librarian and an assistant are always in attendance. The privilege of access to the shelves has been established and the librarian gives instruction on the use of the library, in a set of informal talks. It is the aim of teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

There are four excellent literary societies connected with the school.

The campus contains fifty-six acres and affords abundant room for tennis and other out-door exercise, when the weather will permit.

The Organization of the School.

 HE institution known as the Normal School contains two departments: First, the Normal Department; second, the Practice Department.

No person is admitted to the Normal Department who does not sign a declaration of his intentions to teach. Applicants must be 16 years of age if females, and 17 if males. No charge is made for tuition except to persons attending from other states, who do not expect to teach in Illinois. The membership of this department is usually from 500 to 600. Eighty-five counties of Illinois have been represented this year. Fourteen teachers are employed in this department.

The Practice Department is a necessary adjunct of the Normal Department. It consists of a school of eight grades, six of which are below the grammar grade. The aggregate attendance of the Training School is usually about 300. Nine persons are employed in connection with this school. Four of these devote their time to directing the practice work of the Normal pupils; a fifth is principal of the Grammar Department. The others act as principals of the primary and intermediate rooms. No charge is made for pupils in the primary grades. The pupils in the intermediate department pay \$15 a year, and those in the grammar grades \$25.

Methods of Admission to the Normal School.

All applicants for admission are required:

1. To be, if males, not less than 17, and if females, not less than 16 years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intentions to devote themselves to school teaching in this State as follows:

"I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

Tuition is free.

The following evidences of scholarship will admit applicants to the school:

1. First-grade certificates.
2. High school or college diplomas.

3. Certificates of attendance at other State Normal schools or at the University of Illinois.

4. Appointments from County Superintendents.

5. A satisfactory examination by the faculty.

An appointment may be secured from the County Superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate.

Each county in the State is entitled to appoint two pupils, and each representative district is entitled to appoint, in addition, as many pupils as there are members in the General Assembly from that district. Single counties constituting a senatorial district are, therefore, entitled to six pupils: senatorial districts comprising two counties, to eight pupils; those comprising three, to ten pupils; and so following. In districts composed of two or more counties, Superintendents desiring to appoint more than two candidates should confer with the other Superintendents in the district for an allotment of the appointments.

If applicants have none of the papers mentioned they are examined in Reading, Arithmetic, Geography, English Grammar, United States History, and Orthography. If found competent they will be admitted to all of the privileges of the institution.

There are three courses of study:

a. The regular English course of three years.

b. The classical course of four years.

c. The two years' course for graduates of accredited high schools.

Pupils are expected to take the regular work of the school. Exception is sometimes made, but each case is passed upon individually. College graduates will receive special privileges in the choice of studies, and will be graduated by special arrangements.

Any teacher in the State is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and to observe any of our work—all without enrollment or responsibility.

Anyone desiring to complete the course in less than the usual time will be offered examination in any of the studies. A residence of at least one year is required for graduation. Pupils are not permitted to select studies at pleasure unless they possess special qualifications.

Those desiring to work exclusively in our Practice Department will be afforded abundant opportunity to do so if found prepared.

No person will be entitled to graduate who does not make the required standing in each study of the course—either by work in the class-room, or by examination, as described above. Any person is entitled to our diploma who shall have completed our required Course

of Study, without regard to the time he may have spent here; provided, that his residence shall not be less than one year, and that his deportment and character shall be satisfactory to the faculty.

We transfer to our books no marks of standing from other institutions, but work done in other State Normal Schools and at the University of Illinois will be accepted in lieu of work required here.

New students are received at the beginning of every term. It is important that they should be present on the *first* day of the term, as the regular recitations invariably begin on the *second* day. Failure to be present on the first day does not debar one from the privilege of joining the school; but every day of delay in entering greatly increases the difficulties of the beginner's work.

Expenses.

The following estimate of necessary expenses is approximately correct:

NORMAL DEPARTMENT.

Tuition.....	Free
Board, 39 weeks.....	\$110 to \$156
Washing	15 to 25
Books and stationery.....	10 to 15
Total.....	\$135 to \$196

Good rooms and excellent boarding places are abundant. Arrangements can be made after arriving here better than by letter.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street cars. In no case is the hiring of a carriage necessary.

General Statements.

Thorough discipline is enforced in every department.

A certificate is granted for the successful completion of one year's work, and another for that of two years.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations of Normal. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students.

The Museum and the room for microscopic work are in the University building, and to these the students of the University have access under certain restrictions.

There is no boarding house connected with the institution.

Analysis of Course of Study.

READING.—*First Term.*

The Work—Webster's Phonetic Chart.

1. A thorough mastery of the forty-four elementary sounds and the phonetic values of the various diacritical markings in words and syllables.

2. Rapid oral practice upon lists of selected syllables.

The purpose of the above drill is to enable the students to recognize instantly the values of diacritical markings.

3. Twenty principles of pronunciation are learned and their application observed in the oral phonic analysis of about seven hundred words, selected from the vocabulary of ordinary conversation.

4. Daily practice in oral reading. Selections: (a) Which arouse the pupil mentally and physically, thus cultivating an animated rendering; (b) which stimulate the emotional nature, and create a desire to make thought effective, thus stimulating to a clear and distinct presentation of the thought, and an attractive and unconscious bearing; (c) which require sudden transitions from one emotional state to another, thus cultivating flexibility and naturalness of expression.

5. Practice in reading second and third grade matter receives some attention. In this work students are required to illustrate various methods of leading the reader to the correct expression, without employing the principle of imitation.

READING.—*Second Term.*

Two plays of Shakespeare form the text of the term's work. The following plays are used: Macbeth, Julius Caesar, Henry VIII., Merchant of Venice, As You Like It, Twelfth Night, Henry IV. Part I.—In this work special stress is laid upon the natural but expressive and forcible rendering of the thought. All of the time that can be spared from the thought analysis is devoted to practice and drill in oral reading. In the thought study some collateral reading is required on each play. At least one commentary is read, and, if the play is historical, the history to which the play relates is read. From one to two hundred lines in each play are memorized. The methods of teaching reading in the lower grades are discussed in a series of lessons upon that subject.

ARITHMETIC.—*First Term.*

Topics.

1. *Oral Analysis of Problems from Stoddard's Intellectual Arithmetic*, four weeks.—The special purpose of this work is to secure precision of thought and expression. Attention is called to the nature of arithmetical reasoning, the use of the syllogism and enthymeme. The lan-

guage of the analysis must be derived from the operations with objects.

II. *Primary Arithmetic*, four weeks.—(a) Purpose.—To outline a course in number for the first four years, and develop and illustrate the principles and methods of instruction. (b) Topics: 1. The logical order of number knowledge. 2. The use of counters, cards, and other aids in teaching number facts to 10, in developing the decimal system, in teaching the fundamental operations in written arithmetic. 3. Oral language: Forms of description and analysis appropriate to the several stages. 4. Forms of written work. 5. Number stories and drill exercises. The proper use of a primary text-book.

III. *Factoring, Fractions, etc.*, seven weeks.—(a) Purpose.—1. To organize the student's knowledge of Arithmetic by deriving all number-relations and processes from the simple idea of addition, and the grouping of numbers in the decimal system. 2. To suggest methods and devices for teaching the several topics. (b) Method. Fundamental principle—every process in Arithmetic should be learned as a rational process; *i. e.*, an operation with numbers of things. From concrete examples, there should be a conscious generalization of the process in the form of a rule; finally, long-continued drill until the process with the mere symbols becomes mechanical. Accordingly what can be done with integers is first learned with splints, grouped into bundles in accordance with the laws of the decimal system. Fractions are investigated by folding and cutting paper circles and paper squares. The oral description and written representation of the operations thus discovered are succeeding stages. (c) Topics. 1. Notation—Laws of the decimal system and the Arabic notation; comparison with systems of different radix. 2. Fundamental rules—contracted methods. 3. Factoring—principles of factoring; demonstration of tests of divisibility; greatest common factor; least common multiple. 4. Cancellation and straight-line analysis. 5. Fractions—the fractional unit; the functions of the denominator; illustration and demonstration of the six principles upon which the various operations depend. Ordinary text-book topics in fractions. In these the central thought is that operations with fractions are fundamentally the same as operations with integers, the only difference arising from the different way of representing the unit. 6. Decimal Fractions—the peculiar notation; reading and writing pure and complex decimals; reduction of common fractions to decimals; repetends and their simpler laws; effects of moving the decimal point; limits of accuracy in multiplication and division. Oughtred's Contracted Methods.

Second Term.

Topics.

I. *Weights and Measures*, three weeks.—Purpose—1. To interest the student in the derivation and meaning of our standards, the history of the calendar and kindred topics. 2. To inform the student in regard to the conditions that obtain in problems in carpeting, papering, plastering, land and lumber measure, fencing, the measurement of bins, tanks, and cisterns, and other practical problems. Topics: 1. Tables of length, weight, value, etc. 2. The various problems in reduction of compound numbers. 3. Addition, subtraction, etc. 4. The interval between two dates. 5. Changing from one system to another. 6. The metric system. 7. Longitude and Time: Construction of comparison table, local and standard time, the international date line.

II. *Square and Cube Root*, two weeks.—Process is derived from the geometrical applications; *i. e.*, finding the side of square, or edge of cube, whose area, or volume, is known.

III. *Mensuration*, two weeks.—Rules of Mensuration are derived from some sort of analysis of the forms measured; thus the ratio of the circumference of a circle to its diameter is approximated by measuring carefully several cylindrical bodies and averaging quotients obtained by dividing each circumference by its diameter. The various plane figures and solids are treated in the following order: Rectangle, rhomboid, triangle, trapezoid, circle, ring; rectangular prism, cylinder, triangular pyramid, cone, sphere, shell, frustum.

IV. *Percentage*, five weeks. Method.—The same forms of analysis are used as in common fractions. The three fundamental cases are carefully studied, and their applications shown in Profit and Loss, Commission, Stocks, Insurance, Taxes, Interest, Discount, and Exchange. In these applications, emphasis is laid on the nature of the business, to which percentage is applied. The number-work becomes subordinate.

ALGEBRA.—*First Year, Third Term.*

I. *Algebraic Notation—Fundamental operations.*—Especial attention is given to the reading of algebraic expressions, the discussion of definitions, positive and negative numbers, and the derivation of the laws of the fundamental operations. Processes and principles are arrived at by deduction from definitions, rather than by generalization from particular instances.

II. *Factoring and Fractions.*—These subjects are treated with more thoroughness than in any of our elementary text-books. The method applicable to each class of problems in factoring, is formulated in a rule, describing the case and the mode of discovering the factors.

III. *Simple and Fractional Equations—Problems.*—The significance of the several transformations of equations. How to state a problem.

Second Year, First Term.

Comparison of the various modes of Elimination. Involution and Evolution. Development of the theory of exponents, Quadratic Equations. Especial attention is given to the language of Algebra. Reading of Algebraic expressions in unambiguous phrases; accuracy in describing and relating algebraic processes and in stating principles established. Rigorous demonstrations are combined with the inductive method.

GEOMETRY.—*Second Term, Third Term.*

The course extends over two terms of twelve weeks each, and includes the ordinary High School course, in plane, solid, and spherical Geometry. Wells's Geometry is the text. About one-third of the time is devoted to original exercises. Special attention is directed to the mechanism of deductive reasoning, the earlier demonstrations being developed in complete syllogisms. The several stages of a demonstration are seen and strict conformity to the type required. Review exercises include classifications of the established truths of the science and schemes for tracing proofs to the original definitions and axioms upon which they rest. Forms of geometrical notation are discussed and considerable practice is given in brief forms of written work. Two main ends are kept in view: to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

BOOKKEEPING.—*Six weeks.*

The course includes six typical sets in Single and Double entry, with a few leading topics in Business Arithmetic and Commercial Law.

SCHOOL LAW.—*Five weeks.*

The text used is Bateman's Decisions. The course is especially to instruct in the legal duties and powers of teachers as defined in statutes and judicial decisions. Other topics discussed are, History of Public Education in Illinois, The School Funds, The Various Units of School Administration, School Officers—Their Powers and Duties.

GEOGRAPHY.—*Introduction.*

What Geography is. Is it a science? What is a science? What Geography is based on. The contents of Geography. The "cement" which holds the geographical concepts in their proper place. Why

Geography should be taught. 1. For the mental discipline that may be obtained from it: its value in cultivating the perceptive powers, the memory, the representative and reflective powers. 2. Geography should be taught for the knowledge it contains. 3. As a basis for the study of other subjects. 4. For its value in connection with commerce. 5. For its refining influence.

Geography can be taught scientifically: the topics can be so arranged as to show the relation of cause and effect. The analytic and synthetic methods of teaching with the advantages and disadvantages of each. Geography is a study of the earth, of forms of land and water, etc., and not of symbols, simply. The proper use of maps, pictures, sand-modeling, etc., in teaching Geography. The making of correct mental pictures lies at the base of all true study of Geography. The pictures of remote regions must be made from Geographical concepts acquired in the home neighborhood; hence the importance of home geography.

Topics in preparing for Geography. Since the making of correct mental pictures lies at the base of all true study of Geography, it follows that the ideas of Position, Direction, Distance, Surface, Form, and Color should be among the first presented to the children, as they are essential in the making of pictures. Manner of presentation in each instance. Map representation, with the idea of scale; purposes of map representation; map of school-room floor; map of the school yard and vicinity. Study of the land and water forms in the home neighborhood. Slopes, Divides, or Watersheds; Lines of Union of slopes, or valleys. Study of the home stream; situation with reference to slopes; dependence of streams upon slopes; study of source, banks, bed, mouth, tributaries. Pond, lake. Oral descriptions of large streams and lakes visited by the teacher. Sand modeling, purpose, advantage. Climate: why summer is warmer than winter. The atmosphere; effect of heat and cold on the atmosphere. Evaporation, Condensation: rain, hail, snow, frost, dew, fog. Circulation of the water: history from leaving the ocean until its return; show how it benefits man. Study of vegetation of home neighborhood; why? Kinds, uses. Study of animals of home neighborhood; why? Kinds, habits, how beneficial to man. Minerals; kinds, uses, mines, miners. Races of men; white, black, yellow, brown; homes of different races, customs, manners, occupations, education, religion, government. Home town: shape, size, surface, drainage, climate, crops, animals, manufactures, railroads, notions of commerce, exports, and imports; causal relations dwelt upon. Home county as above: county seat; notions of government, in the home, in the school, in the community, in the county. Home state as above: capital, shape, surface, principal riv-

ers, direction of rivers determined by surface, principal crops, principal varieties of trees, uses; animals, benefits to man. Principal cities, with reason for the selection made; why the principal cities are so located; principal manufactures in those cities; commerce, showing chief exports and imports.

INTERMEDIATE GRADE. How to *teach* shape of the earth; motions of the earth with their consequences. Importance of their being able to read a map right; Geography is a study of things; forms on the map are symbols, and stand for things; the things themselves should be studied as far as possible; relation of the symbol to the thing. Value of pictures in teaching geography; teacher should make collection of geographical pictures: where such pictures can be obtained. Use of the stereoscope in teaching Geography. To distinguish between land and water as represented on a map. Study of the hemispheres, noting differences and resemblances, and giving reason for names. Study of the continents; number; comparative size: differences and resemblances, main purpose, to fix in the mind a picture of their forms and relative positions. Study of principal bodies of water, oceans, seas, gulfs, etc., noting their forms, and positions relative to the continents and to each other. Plan for the study of a continent, fitted to home continent. Purpose of plan, to show sequence of topics in scientific teaching of Geography; the sequence should show the relation of cause and effect: the following sequence suggested: Position, comparative size, shape, outline, surface, drainage, climate, vegetation, animals, man and his occupations, minerals, political divisions, cities, railroads, etc. Elementary Physical Geography should always come first in the study of the continent, country, state, etc., as it is the more concrete, and consequently the more interesting; the Political Geography should come later, as it is more abstract, and is largely determined by the Physical Geography. Study of the United States; follow plan for study of a continent. Sand modeling; model different forms of land and water; advantages of sand modeling; abuses. Review work on home state. Study of other states and territories. Follow the natural features, such as watersheds, river basins, etc., as far as possible, forming mental pictures, and representing these pictures in maps with crayon or pencil, and in the sand. Free use of chalk and sand. Relation of Geography to Botany, Zoology, etc.

Intelligent study of History based largely on Geography. Geography and Literature. Study of chief cities, determining reason for their location, principal industries, and prosperity. Study of the principal railroads, showing their importance, reason for their location, their influence on the country through which they pass; influ-

ence of the country upon railroads. Review government of home state; study government of the United States, briefly. Study productions, manufacturers, commerce, minerals. Difference of chief crops, minerals, manufactures, etc., of different sections, with reasons for difference, as far as possible.

GRAMMAR GRADES.—*Astronomical Geography.*

Definition of terms. Shape of the earth: proofs of its rotundity; proofs of its oblateness.

Motions of the earth and their consequences; rotation on axis; day and night; axis; poles; equator; parallels; meridians; latitude; longitude; zenith; nadir; vertical line of observer; horizon; revolution around the sun; earth's orbit; plane of earth's orbit.

Declination of earth's axis; relation of declination of axis to position of the tropics; polar circles, and width of zones; relation to circle of light, diurnal circle, change of seasons, and to difference in length of days. Tests. Study of South America. Position, size, shape, contour, relief, drainage, climate; effects of altitude upon climate; principal trees, plants, crops; principal animals (wild and domestic); inhabitants, with brief treatment of their origin, customs, homes, governments, etc. Sketch principal river systems. Study the different countries, with their capitals and a few other leading cities. What render the cities important. What the continent produces for exportation. What it imports. Relation of production and commerce to climate.

Great Britain and Ireland. Close relation of the United States and Great Britain. Importance of the kingdom; small in area, but great in power and wealth. Outline; surface; principal rivers; climate; crops; manufactures; commerce. Principal cities noted for manufactures; for commerce; as educational centers; centers of historical interest; connected with famous literary works. Reasons for more manufactures in some localities than others. Tracing cause and effect as far as possible. Sketch maps of important localities.

Continental Europe. Position; ragged outline; importance of study of outline, or contour; benefits arising from irregular coastline; surface; influence of surface upon climate, crops, and manufactures; drainage; influence of surface upon drainage; principal river systems sketched; climate; crops; dependence of crops upon climate. Study of different countries; comparative importance of each; in what respect important; productions, such as minerals, crops, domestic animals, and manufactures. Principal cities; for what noted, manufactures, commerce, schools, and historical events. Governments, customs, homes, etc.

Asia. Outline; relief; backbone of Asia-Europe; drainage (principal rivers only); climate, effect of great plateaus and high mountain barriers upon climate and vegetation, and consequently upon civilization: great forests: great deserts; great plains. Study different countries, briefly; their principal productions; commercial importance: leading cities; principal exports, imports. The people: their government; religion: homes: customs: food: education, etc. Make sketch-maps.

Africa and Oceanica. Studied after the same general plan as Asia, but more briefly, excepting Australia, which, because of its importance, is studied somewhat carefully.

Much map sketching and sand-modeling throughout the entire course, and constant effort to get pupils to think of forms of real land and water, instead of being satisfied with thinking of symbols, simply.

PHYSICAL GEOGRAPHY.

What Geography should mean: Comparative Physical Geography; physical life of the globe; nature of this life; how it differs from organic life.

Anatomy of the globe; importance of forms of contour and relief, and of relative position: importance shown by giving illustrations indicating their influence upon climate, vegetation, animal life and industries, and upon civilization, in general. Analogies of the general forms of the continents; Guyot's seven laws of relief; value of the laws. Distribution of the plains, plateaus, and mountains in the different continents. Volcanoes: their cause; position: linear arrangement. Theory of earthquakes: history and description of a few of the principal ones. Contour and depths of the oceans.

Physiology of the continental forms: Law of the development of life: this law in accord with Laplace's theory of the development of the earth; also with the evolution of human society. Three epochs of development: the insular, the maritime, and the continental. The formula of development the same for each continent, the entire globe, and for vegetable and animal life. A few lessons on elementary geology; formation of coal; glacial epochs, etc.

Three grand contrasts: Contrast of continental and sea climates. Reasons for difference; results of difference as revealed in the animal and vegetable kingdoms. The atmosphere; composition; weight; the mediator between the continents and the oceans; the bond of society: general theory of the winds; the trade winds; monsoons; hurricanes; cyclones; etc. Transportation of the waters from the oceans to the interior of the continents, and their return to the oceans; the winds, the water carriers; influence of mountains on distribution of rains; on

position of deserts; fertile plains; etc. The tides; cause; benefits. Ocean currents; cause; effect on climate; etc.

Contrast of the Old World and the New: Description of each; one the complement of the other; good results of a union of the two.

Contrast of the three continents of the North and the three of the South: Consequences of the proximity of the northern continents, as seen in the vegetation and animals: consequences of the isolation of the southern continents.

Increase of life from the poles to the equator; man an exception; law of the distribution of the human races; geographical center of mankind; advantage of the temperate climate for the improvement of man. The continents on the north the theater of history; conflict between the regions north and south of the line of highest elevation in Asia-Europe; result of the conflict as shown by history.

Contrast of the East and West; different forms of civilization largely due to geographical environment. The geographical march of history; close relation between this march and the geographical features of the globe. Numerous illustrations.

UNITED STATES HISTORY.

Professional.—Attention called to the material to be used, and to the manner of presenting it to pupils of the lower grades.

Primary Grade.—Material. 1. Fairy Tales.

2. Bible stories.—(a) Characters of whose childhood and youth most is known: Joseph; Moses; Samuel; David; Jesus; etc. (b) Abraham; Jacob; Daniel; Paul; etc.

3. Stories of adventure.—1. Those that occurred near home; (a) experience of hunters; fishermen; travelers. (b) Dangers from floods; deep snows; high winds; prairie fires; etc. 2. Those that occurred remote from home. On the railroads; in stages; on steamboats; etc.

4. Stories about Indians—Their dress; homes; canoes; hunting expeditions; war expeditions; cruelty to prisoners; sports of the children, etc.

5. Explanation of national holidays—Fourth of July; Decoration Day; Thanksgiving Day; Washington's birthday.

6. Biographies—Washington; Columbus; Lincoln; Grant; Sherman; Sheridan, etc.

Method of Presentation.—1. At first, the teacher must tell the stories. The children must not be expected to repeat them. 2. Later on, the teacher may read some of the stories, although it is better to tell them, and the children should be expected to reproduce them in their own

language; orally at first, later in writing. The stories can be made the texts for the work in language.

Purpose of the Work.—1. To awaken a historical spirit. 2. To cultivate the imagination. 3. To aid in character building.

Intermediate Grades.—Material. Biographies.

Discoveries.—Columbus; the Cabots; Americus Vespucci; Cartier; Hudson.

Explorers.—De Soto; Champlain; La Salle; John Smith; Lewis and Clarke; John C. Fremont.

Colonizers.—Raleigh; Roger Williams; Lord Baltimore; William Penn; Oglethorpe.

Pioneers and Indian Fighters.—Miles Standish; Daniel Boone; "Kit" Carson.

Statesmen.—Benjamin Franklin; Thomas Jefferson; Alexander Hamilton; Daniel Webster; Henry Clay; Abraham Lincoln.

Generals.—Washington; Greene; Scott; Grant; Sherman; Sheridan.

Naval Officers.—Isaac Hull; Decatur; Perry; Farragut.

Inventors.—Whitney, Fulton; Morse; McCormick; Howe, etc.

History of Typical Colonies.—Plymouth; New York; Rhode Island; Maryland; Pennsylvania; Georgia.

Social condition of the people at different periods.—Troubles with the Indians; Manner of Living; Homes; clothing; customs; social usages.

Wars.—King Philip's War. French and Indian War; Ticonderoga; Quebec. Revolutionary War: Bunker Hill; Valley Forge; Yorktown. War of 1812: Lundy's Lane; New Orleans. Mexican War: Buena Vista; Cerro Gordo. The Civil War: Fort Sumter; Merrimac and Monitor; Malvern Hill; Gettysburg; Vicksburg; The Wilderness; Surrender of Lee.

Method.—A text-book may be used, but better results will be obtained without, if the teacher be prepared. The narrative form should be preserved throughout. There should be a vivid picturing of men and events. Pictures and brief historical poems will add much to the interest and value of the work.

Grammar Grades.—Material: 1. A good text-book on the subject. 2. One or two histories of the United States, more extended than the text, for reference. 3. A few historical novels noted for the vividness and truthfulness of their descriptions. 4. Collection of poems founded on incidents in American history.

Method.—Frequent reference should be made to the work in the preceding grades. The narrative form should still be used. Attention should be given to the causes which led to important results.

The virtues of the people should be pointed out. Their resistance to oppression, their sacrifices for the right, and their moderation in victory, should be commended. Throughout the entire work, the patriotism of the fathers should be held up for the emulation of their sons, and the truth should be emphasized that there can be no true freedom where there is not a cheerful obedience to law.

Academic.—Condition of Europe at time of discovery of America.

1. Granada conquered by Ferdinand and Isabella. 2. The "War of the Roses," in England, closed shortly before by the battle of Bosworth. 3. Eve of the Reformation. 4. Sad condition of the common people.

Claims of the Northmen considered.

Columbus.—Youth; manhood: seeking for aid; aid obtained; the first voyage; land discovered; return to Spain; reception at Barcelona; effect of discovery on Europe; other voyages; results; old age; misfortunes; injustice; death.

Other Spanish discoverers and explorers.

English discoverers and explorers—The Cabots; Drake; John Smith, etc.

French discoverers and explorers—Verrazzani; Cartier; Champlain; LaSalle; Marquette; the Jesuit Fathers.

Dutch discoverers.

Colonization—Spain in the south; England in the center; France in the north, south, and west.

Growth of the colonies—English colonies surpass the others in wealth and numbers.

Troubles—Between English and Spanish colonies. Between English and French colonies. Nearly all of these troubles grow out of the troubles in Europe.

French and Indian War—Cause; principal events; results; training school for Revolutionary War.

Internal troubles of English colonies—Indians; religious troubles; local jealousies.

Life in the colonies—Religion; education; homes; dress; customs; industries; mode of travel; social usages; growth in wealth and population.

Revolutionary War—Remote causes; immediate causes; principal events; principal actors; self-control of the people; respect for law.

"The Building of the Nation"—Articles of Confederation; their insufficiency; danger of disintegration; making the Constitution; the Constitution contrasted with the Articles of Confederation.

Growth of the Nation.—The president; financial policy fixed; internal troubles, foreign policy fixed; troubles with France; troubles with Barbary States; troubles with England.

War of 1812.—Causes: principal events; results.

Admission of States.

Inventions.

Railroads.

Development of material resources.

Slavery.—Introduction; legislation affecting slavery.

Mexican War.—Cause; principal events; results, acquisition of territory; discovery of gold in California; results of the discovery.

The Civil War.—Causes: principal events; results; abolition of slavery; the "New South."

History of the Nation Since the Civil War.—Admission of States; political parties; political policies; labor movements; progress in the arts and sciences; achievements in literature; study of political and domestic economy; general prosperity.

CIVIL GOVERNMENT.

Man, a social being; society, the natural state in which to live; hence the necessity of government; right of society to govern its individual members; the object. Government in the family; in the school; its purpose, nature, and necessity.

Town Government.—Review system of United States land survey. Distinction between a town and a township; the civil town; character of its government; departments; officers constituting each department; manner of election; the Australian ballot system; term of office; duties; pay; town meeting; time; business; antiquity of township government; origin and history of the New England township. Pure democracy.

County Government.—Departments; officers constituting each; manner of election; time; duties; the county board; meetings; powers; relation of the county to the state; origin of the county; history of the New England and Virginia county. Representative democracy.

State Government.—Historical sketch of Illinois; the Northwest Territory; ordinance of 1787; influence on the history of the State; Illinois as a Territory; admission as a State; legal boundaries; three constitutions; government provided for by the constitution of 1870; relation of constitution to constitution of the United states. Legislative department; legal title; senatorial districts; advantage of two houses; members in each house; qualifications; pay; officers of each house; powers and privileges of members; duties and obligations; minority representative plan; advantages claimed. Executive department; consists of what officers; qualification of each; time and manner of election; duties; term of office; pay; responsibility. Judicial department; consists of what courts; jurisdiction of each; original and

appellate jurisdiction: judicial districts and circuits; judges of each; juries: grand and petit; duties. State boards; duties; state institutions, name, location, purpose, support, and government. How taxes are levied for state, county, town, and district purposes; equalization of taxes. Duties of the citizen to the State; duties of the State to the citizen.

Government of the United States. Thorough review of United States History as a basis for the work. Government of the colonies; relation of the colonies to each other and to England; the Revolutionary War: Declaration of Independence: Articles of Confederation: need of a stronger bond; steps leading to formation of constitution; advantages over the articles; opposition: ratification: origin of American political parties. Legislative department: compare with British parliament; how each house is constituted, qualifications, election, term, pay, privileges, and obligation of members: when Congress convenes: life of one Congress; number of sessions: manner of transacting business; committees, journals, etc.: power of Congress in regard to taxes; how the government is supported: purposes of tariff: history of the tariff legislation: commerce: naturalization; bankruptcy; money; financial doctrines; banking systems; postal matters; patents; copyright; piracy: war; armies: militia; Territories: immigration; the writ of *habeas corpus*; bills of attainder; *ex post facto* laws; a study of English history bearing on these facts; titles of nobility; prohibitions on the states; rights of the states; implied powers of Congress. Executive department: power vested in whom; ability to execute the laws: qualification of the President; manner of nominating and electing the President: his term of office: pay; the Cabinet: responsibility; comparison with English and French cabinets; functions of the different departments; principal bureaus in each; civil-service reform. Judicial department; consists of what courts: appointment of judges: tenure of office: comparison with state judiciary; advantages and disadvantages of each system: necessity of Federal courts; danger of clashing with state courts. Amendments; purpose; further safeguards around the rights of individuals; religious liberty; freedom of speech and of the press: right of petition; to bear arms; to be secure in person and papers: trial by jury; abolition of slavery: civil rights; impartiality in the elective franchise.

ANCIENT HISTORY.

What history is; what it treats of; sources, "monuments, relics, and records;" aids to history—ethnology, archeology; philology. Divisions of history; history a continuous whole. Races of mankind; the historic race; its divisions. Geographical sketch of the ancient

oriental nations; historical darkness in Northern Asia; twilight in Central Asia; sunlight in Western Asia.

Hindoostan. The Aryans; early home; migration; plains of the Indus and Ganges; conquest of non-Aryans; caste; purpose; effect; religion; sacred books; arts; sciences.

China. The Turanians; early home; migration; conquests: Confucius; education; civil service; non-intercourse; effect on civilization; present condition: the Chinese in the United States.

Egypt. Geography; influence of the Nile; reason for rise of the Nile; brief histories of the dynasties: the pyramid builders; Shepherd kings; the Hebrews in Egypt; Seti; Rameses II; Necho; Conquest by the Persians; Greeks: the Ptolemies; Cleopatra: conquest by Rome; religion; tombs; Sphinxes; arts; sciences. Supplementary reading: Wilkinson's "Ancient Egyptians;" Eber's "Uarda," and Shakespeare's "Anthony and Cleopatra."

Chaldaeae. Description of Tigro-Euphrates basin: the Hamites; Semites; civilization; education: books and libraries: religion; arts: science. Supplementary reading: Bible history and the "Builders of Babel."

Assyria. Chaldaean Colony; growth; power; Sargon; Sennacherib: intercourse with the Hebrews: civilization: arts: sciences; Nineveh. Bible history: Byron's "Destruction of Sennacherib."

Babylonia. Overthrow of Assyrian power; Nebuchadnezzar; Destruction of Tyre; captivity of the Jews; Splendor, strength and downfall of Babylon: Cyrus the Great; modern researches. Supplementary reading: Bible history: Rawlinson's "Six Great Monarchies of the Ancient Eastern World."

The Hebrews. Semites; importance in history; our indebtedness to them; their origin: Abraham; Jacob; Joseph; Moses; the Exodus: Judges; kings: captivity; destruction of Jerusalem by the Romans: present condition.

Phoenicia. Geography; government; Tyre and Sidon: colonizers; commerce; alphabet; diffusers of civilization.

Persia. Geography: Medes and Persians; Aryans; Astyages: Cyrus; Cambyses; Darius I.: revolt of the Asiatic Ionians; Marathon; Xerxes; etc.: Alexander the Great; government; religion; arts: sciences.

Greece. Geography, in full; influence of its geography on its history. People; legendary age, a shadowy period: the Heroes. Argonautic expedition; twelve labors of Hercules; Golden fleece; Trojan War; modern explorations of Schliemann. Religion: the twelve great deities; minor deities; character of gods; improvement on eastern gods; Elysian fields; oracles; sacred games; influence of games on civilization; Amphictyonic council; sacred wars. Government: kings;

Oligarchies; Archons; Tyrants. Sparta: classes; Lycurgus; government: lands; money; occupations; institutions: education; Messenian wars; Tyrteus. Athens: Codrus; Draco; Solon; Public Assembly; expulsion of Tyrants; Clisthenes; ostracism. Wars with Persia; Marathon. (Read account of battle in Creasy's *Fifteen Decisive Battles*). Aristides; Themistocles: Thermopylae: value of Thermopylae to us; Athens destroyed; Salamis (Read Byron's poem: *The Isles of Greece*): Plataea; treachery of Pausanias; memorials; trophies. Rebuilding the walls of Athens; jealousy of Sparta; Confederacy of Delos: effect on Athens; "Age of Pericles"; strength and weakness of Athens. Peloponnesian War; cause; character; principal events; pestilence in Athens; Peace of Nicias; Alcibiades: Sicily; defeat; close of the war; effect on Athens. Spartan supremacy; abuse of power; Theban Supremacy; Epaminondas; Leuctra; Mantinea. The Ten Thousand; Cyrus; Clearchus; Cunaxa; Xenophon; the retreat. Macedonian supremacy; character of Macedonians; Philip; effort of Demosthenes; Chaeronea; Alexander; Wars in the North; Issus; Thebes; Invasion of Asia; Granicus; Tyre; Egypt; Alexandria; Arbela; Babylon, etc.; Bactria; India; down the Indus; desert of Gedrosia; Babylon; death; burial; influence of conquests; division of empire; history of each division. Arts and sciences. Architecture: sculpture; painting; poetry: great poets; great epic; compare with English and Italian epics; lyrics; compare with English lyrics; drama and great dramatists; compare with English drama; history and historians; orators and oratory; compare with Webster, Pitt, etc. Philosophy and philosophers; comparison of deductive and inductive reasoning; the Stoics; Epicureans; influence of Greek philosophy on modern thought. Mathematics; astronomy; geography; social life; education; position of women; theatrical entertainments; banquets: Symposia; slavery; homes; domestic economy. The Greeks, the schoolmasters of the world.

Rome. — Geography of Italy; people; beginnings of Rome; legends; the kings; expulsion of the kings; efforts to regain power (Read Macaulay's "*Horatius*"). Religion; comparison with religion of the Greeks; Lares and Penates. Social classes; names of Romans. The Republic; officers; senate; first session of the Plebs: cause; results; Coriolanus (Read Shakespeare's "*Coriolanus*"); Cincinnatus; "The Cincinnatus of the West;" the Decemvirs: their work; misconduct (Read Macaulay's "*Virginia*"); overthrow; Military Tribunes; Censors; destruction of Rome by the Gauls; Rome rebuilt; death of Manlius; laws of Licinius Stolo; effect on Rome; Samnite wars; revolt of the Latin cities; war with Pyrrhus; cause; events; results; First Punic War; Rome and Carthage compared; cause of war; Sicily; Rome builds fleets; Regulus; close of war. Second Punic War; Hannibal; Spain; Saguntum; the Alps; Ticinus; Trebia; Trasimenus;

Fabius the delayer; the American Fabius; Cannæ; Capua: Metaurus (Read account of battle in Creasey's "Fifteen Decisive Battles"); Zama; close of the war; results. Third Punic War; cause; Masinissa; perfidy of Rome; defense of Carthage; destruction. War with Macedon; conquest of Greece; destruction of Corinth; compare with destruction of Carthage and Numanti. The Servile War; cause; results; public lands; the Gracchi; fate. Jugurthine war; bribery; Marius; Sulla. The Cimbri and Teutones; destruction of the barbarians. The Social War; cause; results. The Civil War; Mithridates; conflict between Marius and Sulla; flight of Marius; return; ferocity; death; return of Sulla; proscriptions; death. Pompey the Great in Spain; the Gladiators; defeat; destruction; Ferres in Sicily; conquest of Pirates by Pompey; Mithridates; description of Roman triumph; Catiline; Cicero. The First Triumvirate; Duumvirate; rivalry; Caesar in Gaul; Great Britain; the Rubicon; flight of Pompey; Pharsalus; death of Pompey; Caesar in Egypt; Pontus; Thapsus; death of Caesar; funeral oration; fate of the conspirators; Caesar as a Statesman (Read Shakespeare's "Julius Caesar"). The Second Triumvirate; Antony and Cleopatra; Antony and Octavius; Actium; founding of the Empire; Augustus. Rome, the law giver of the world.

MEDIÆVAL HISTORY.

Rome under Augustus; boundaries of the empire; nature of the government; public buildings; education; literature; social conditions; the birth of Christ. Tiberius; the crucifixion of Christ. Nero; Vespasian; the taking of Jerusalem; Titus; the destruction of Herculaneum and Pompeii; Trajan; the Antonines; Diocletian; persecution of the Christians; Constantine the Great; Christianity favored; Constantinople; Julian the apostate.

The Goths; Theodosius; Alaric; Attila and the Huns; Genseric and the Vandals; fall of the western Roman Empire; influence of the fall upon the history of the world. Clovis and the Franks; other Teutonic tribes; conversion; monasticism; fusion of the Latin and Teutonic peoples; the three elements of civilization.

Mohammed and the Saracens; conquests, east, west, and north; contact with the eastern Roman Empire; conquest of Spain; invasion of France; battle of Tours; result. The Crusades; cause; history; results; influence on civilization. Charlemagne; dominion; purpose; achievements. The Northmen and their aggressions. Rise of the Papal power; mission of Rome; the great schism; the iconoclasts; feudalism; chivalry.

The Celts in Britain; the Romans; the Saxons; rivalry between the Celtic and the Roman church; the Heptarchy; the Danes; Alfred

the Great; Dunstan; Edward the Confessor: the Norman conquest: influence of the conquest upon the history of England: conflict of kings and the church; Thomas a Becket; conquest of Ireland: Magna Charta; first parliament: wars with the French; wars with Scotland: War of the Roses; the Tudors: Henry VIII and the Reformation; Mary I; Elizabeth; literature of the period; the Spanish Armada. The Stuarts; James I, and the colonization of America; trouble with the Puritans; war between Charles I and parliament; Cromwell: the restoration; the Revolution of 1689; cause: result: effect upon American colonies.

France; Germany; Spain: Italy: Luther and the Reformation in Germany: Loyola and the Jesuits. Rise and growth of the Ottoman Empire; invasion of the eastern Roman Empire; downfall of Constantinople; influence of fall upon Europe. Growth of cities; conflict between cities and nobility. Printing. Discovery of America.

DRAWING.—*Two Years, Two Lessons Per Week.*

1. *Aim*—1. To teach Drawing as a language. 2. To lead pupils to seek culture from the beautiful in nature and art. 3. To promote mental development.

2. *General Points*.—1. Drawing a language. 2. Drawing based upon form study. 3. Three divisions of drawing as to use: Drawing showing construction. Drawing showing appearance. Drawing of the enrichment or decoration. 4. An object may be pictured by representing its outline, its light and shade, or its color.

3. *Form Study*.—In clay. (a) Natural objects: Fruits, leaves, vegetables. (b) Geometric Forms: Sphere, cube, cylinder.

4. *Drawing*.—Suggestions for movement and position. Geometric views. Construction drawing.

Color—1. Source of color. 2. Use of color. 3. Effect of color. 4. Theory of color. 5. Color harmony. 6. Drawing in color: 1. From nature. 2. From common objects.

DRAWING.—*Second Year.*

History. Architecture. Ornament.

Ancient Period.—Egyptian school. Greek school. Roman school.

Mediæval Period.—Byzantine school. Saracenic school. Gothic school.

Modern—Renaissance.

Pupils make drawings of the characteristic elements of construction and ornamentation.

Light and shade (with pencil). From cast. From nature. From common objects. From models.

Illustrative drawing. From nature; cast; copy. This work is an effort to acquire skill in rapid illustrative work, and the material is gathered from any source.

PENMANSHIP.

Outline of work.

Aim.—I. To fix clearly in the minds of the pupils the following fundamental *ideas*. 1. To write well requires a correct conception of what is to be written. 2. Ability to execute that conception with pen, pencil, or crayon. 3. This ability must be gained through careful practice, for it is an acquired habit, and habit comes from repetition. 4. The practice must be careful, else, instead of eliminating, the pupil will only be confirming a faulty habit. 5. It requires but little time to acquire a correct mental picture of a letter compared with the time acquired to train the muscles to make it rapidly and easily. Hence, by far, the greater share of the time should be devoted to training the muscles. 6. Movement is the mainspring of any good writing system, and the *muscular movement* is by all authorities conceded to be the best. 7. To improve writing, we must improve our habits of making the individual letters. To do this, the best way is to repeat the same letter in an exercise with constant effort at improvement.

II. To make the transition—for with most pupils it is a transition—to muscular movement, and give as much drill as the time will permit in movement exercises for the purpose of securing control of this movement.

PHYSICAL TRAINING.

The object of the work:

1. To secure health by means of exercises, which, (*a*) raise the vital organs to their proper altitude; (*b*) relieve friction in the articulations and stimulate the vital organs; (*c*) increase the strength of the torso, while developing the extremities; (*d*) develop the relation between the muscles.

2. To make of the body a perfect servant of the mind, by securing: (*a*) normal bearing; (*b*) freedom and grace of movement; (*c*) self-command; (*d*) the proper relation between body and mind. The exercises are:

First Group. (*a*) Exercise to obtain erect position; (*b*) poising:
1. Forward. 2. Backward. 3. Up. 4. Down.

Second Group. Movements for freeing muscles of the (*a*) hips; (*b*) sides; (*c*) chest; (*d*) waist; (*e*) neck; (*f*) wrists; (*g*) knees.

Third Group. (*a*) Inhaling: 1. Without arm movement. 2. With arm movement. (*b*) Bending: 1. Forward. 2. Backward. 3. Later-

ally. 4. Diagonally forward. 5. Diagonally backward. (c) Twisting body: 1. Around the left to back. 2. Around the right to back. (d) Reaching. 1. Laterally. 2. Diagonally forward. 3. Diagonally backward.

Fourth Group. Arm movements; with instructions in walking, marching, running, and jumping.

Advanced Work. 1. Responsive work. 2. Pantomime.

VOCAL MUSIC.

1. Methods of instruction in elements of vocal music.
2. Practice in reading in five keys.
3. Philosophy of transposition.
4. Choral practice.

GRAMMAR.

Relation of thought to language. Nature of a thought and a sentence. Simple, complex, and compound thoughts and a corresponding form of sentences. Classification of sentences on the basis relation of speaker to listener. Simple, complex, and compound ideas necessitating words and phrases. The clause, and the thought form that gives rise to it. Principle and subordinate ideas in the thought and the modified and modifying elements in the sentence. Objects, attributes, and relations, ideas of them, and the language forms expressing these ideas. Nature of each part of speech. Analysis of some short classical selection. Constant drill in application. Method of induction followed, the laws being the outcome of the direct examination of numbers of all varieties of thought and language forms discussed. The last three weeks of the term are devoted to a discussion of the necessary incidental work and of how to select, arrange, and present the language work proper to the primary grades.

Third Term. Etymology. Each part of speech discussed fully. Double nature and function of words. Modification within the word. English idioms, their growth from natural expressions and their elements. A thorough study of a standard selection from the standpoint of grammar. A term essay on some grammatical subject.

The last three weeks are given to a discussion of method in language work in the intermediate and grammar grade.

OUTLINE OF WORK IN RHETORIC.

1. Principles controlling the Choice of Words.
2. The Nature and Structure of the Sentence.
3. The Nature and Structure of the Paragraph.

4. The Whole Composition: The choice of subject, Plan, Development.

5. Processes of Composition: Description, Narration, Exposition, Argumentation.

An effort is made to awaken the critical instinct in the hope of securing three ends: A purer diction of speech; a greater enjoyment of good English in books; and an appreciation of the fundamental qualities of good composition,—unity, directness, clearness, and simplicity. Constant practice is given in working out special problems of composition.

LITERATURE.

The work in Literature runs through three terms, one of which is given up wholly to Shakespeare. Twenty-seven weeks are left, therefore, for the study of the whole body of English literature. Very little of this time can be spared for the study of mere literary history. A text-book, either Stopford Brooke's *Primer of English Literature*, or Shaw's *New History of English and American Literature*, revised edition, is put into the hands of pupils to be used for reference, and the library is freely drawn upon for the same purpose.

We prefer to the historical hand-book the careful study of a few authors in their best works. The works thus studied are chosen for typical excellence, that is, as well representing the author himself, his period, and a type of literature. Through the study of these works we seek acquaintance with individual authors, with literary forms, and with the relation of literature to life. Some change is made from year to year in the authors and works chosen, but every year we make a study of the drama, the epic, the narrative poem, or minor epic, various minor poetic forms, the essay, the novel, and the argumentative speech.

During the year 1895-96 the works studied have been (*a*) *Beowulf*, in Hall's translation; (*b*) Chaucer: *The Prologue*, and *The Knight's Tale*; (*c*) Shakespeare: *Macbeth*, *King Lear*, *Hamlet*, *Othello*, *The First Part of King Henry the Fourth*, and *A Midsummer Night's Dream*; Milton: *Paradise Lost*, Books I-II; Burke: *On Conciliation with America*; Wordsworth: *Selected Poems*; Tennyson: *The Princess*; George Eliot: *Silas Marner*; Matthew Arnold: *Sohrab and Rustum*; Emerson: *The American Scholar*, *Self-Reliance*, and *Compensation*. Of these works, those by Chaucer, Milton, Wordsworth, George Eliot, and Matthew Arnold, together with three of the plays from Shakespeare, have received detailed study in the class-room. The others have all been read by all the members of the class; four critical essays have been prepared upon them by each member of the class.

and have been presented before the class, where they have formed the basis of discussion lasting several days.

SHAKESPEARE.

1. Plays read: Macbeth, King Lear, Hamlet, Othello, The First Part of King Henry the Fourth, and A Midsummer Night's Dream.

2. Object sought: An intelligent reading of dramatic literature.

3. Points emphasized: 1. The Drama is Literature, not Philosophy, not Ethics, not History; yet, the Drama is philosophical, ethical, historical. 2. Whatever philosophical, ethical, or historical lessons the drama has to teach, these lessons are best reached through a *sympathetic study* of the drama as Literary Form. Therefore, in the first dramas read we follow closely the Dramatic Construction, observing the Induction of the action, the Development, the Climax, the Evolution, and the Catastrophe.

4. Along with Dramatic Construction, and belonging to it, we study Characterization; Dramatic Motives; Dramatic Dialogue; Soliloquy; Sequence of Scenes and Actions; Dramatic Illusion; Dramatic Times; Tragic Retribution; Differences between Tragedy and Comedy. After the class has become somewhat accustomed to following the dramatic development of an action, less close attention is paid to this in class, and we proceed at once to the characterization and motiving, and the consideration of the play as a revelation of life.

5. Macbeth, Lear, and Hamlet were read in the class-room and discussed at length. Macbeth is then studied, somewhat less closely, but with care. The others are read in private by all the members of the class; essays are then prepared by all; two or three of these essays are read in class and form the basis of a general discussion lasting two or three days for each play. In all this work, the student is urged to postpone the reading of commentators until he has studied the plays themselves, and begun, at least, to form his own judgments. Independence of opinion, and a willingness to hold the judgment in suspense and wait for further light are always encouraged.

Course in Natural Sciences.

ZOOLOGY.

1. Collection of Insects; Study of Insects; Principles of Classification developed by comparing and contrasting several kinds of Insects.
2. The Crayfish, studied alive and then dissected (type of Crustacea).
3. External characteristics of Birds. Analysis of Birds (Jordan's Manual).
4. Study of the following animals alive; dissection as types: (*a*) Earthworm (Vermes); (*b*) Clam (Molluska); (*c*) Perch (Pisces); (*d*) Frog (Batrachia); (*e*) Snake (Reptilia); (*f*) Pigeon (Aves); (*g*) Rabbit (Mammalia).
5. Study of live Hydra.
6. Study of a few Protozoa.
7. Study of Starfish and Sea-urchin (alcoholic).

Drawings and descriptions of animals studied preserved in permanent note-book.

Text-books: Packard; Colton's Practical Zoology.

PHYSIOLOGY.

1. Muscle. (1) Experiments on the Muscles in our bodies. (2) Models of Human Muscles. (3) Dissection of hind leg of rabbit. (4) Structure of Muscle, (*a*) gross; (*b*) minute. (5) Action of muscle (experiment on frog's muscle). (6) Training of Muscles (symmetrical development).

2. Bone. (1) Bones as levers. (2) Bones as protectors (brain and spinal cord). (3) Bone structure, (*a*) gross; (*b*) microscopic. (4) Joints. (*a*) Dissection of joints of rabbit's leg, and beef joints.

3. General Functions of the Nervous System, Sensation, and Motion. 1. Experiments on frog, reflex action of the Spinal Cord. 2. Dissection of Spinal Cord and Brain of cat. 3. Voluntary Motion. 4. Sensation of Touch.

4. Circulation. 1. External indications of the Circulation of Blood: Heart beat, pulse, blushing, pallor, experiments on veins, etc. (*a*) Microscopic Examination of frog's blood. (*b*) Circulation of blood in web of frog's foot under microscope. 2. Internal proofs of the Circulation of the Blood: (*a*) Dissection of heart and lungs (sheep or pig), (*b*) demonstrative of the action of the heart, (*c*) injection of arteries, (*d*) tracing injected arteries and veins. 3. Description of Organs of Circulation and their action. (*a*) Action of frog's heart, (*b*) action of the heart, (*c*) experiments illustrating the action of the

large arteries, (*d*) action of the Medium-sized arteries (plain muscle fiber), (*e*) veins (valves). 4. Blood and Lymph. (*a*) Microscopic examination of drop of blood from finger, (*b*) composition of blood, (*c*) coagulation of blood, (*d*) injection of thoracic duct (lymph). 5. Hygiene of Circulation.

5. Respiration. 1. Organs of respiration. 2. Mechanical process of respiration. 3. Experiments illustrating respiration. 4. Capacity of the lungs. 5. Composition of air. 6. Experiments illustrating the chemistry of respiration. 7. Experiments showing the differences between inspired and expired air. 8. Production of heat and motion in the body. 9. Comparison of the human body and a locomotive. 10. Hygiene of respiration.

6. Excretion. 1. The Skin. Functions: (*a*) Excretory, (*b*) heat-regulating, (*c*) protective, (*d*) sensory, (*e*) absorptive. 2. The Kidneys, (*a*) dissection of pig's or sheep's kidneys, (*b*) action of the kidneys, (*c*) relation of the lungs, kidneys, and skin.

7. Digestion. 1. Foods and cooking. 2. Dissection of the digestive organs of a cat. 3. Study of cross and longitudinal sections of teeth. 4. The salivary glands. 5. Experiments with artificial digestion. 6. Absorption. 7. Hygiene of digestion. 8. Taking "cold," diarrhoea, bathing.

8. The Nervous System. Functions of the Brain and Spinal Cord. Hygiene of the Nervous System.

9. The special senses. Sight. (*a*) dissection of the eye, (*b*) experiments on accommodation, (*c*) experiments on blind spots, (*d*) experiments on color contrast, (*e*) experiments on adaptation to amount of light. Defects in vision. Hygiene of the Eyes. Smell and Taste. Hearing. The voice and speech. Dissections of the Larynx.

Drawings and descriptions of dissections made into books.

Text-book: Martin's Human Body (briefer course).

BOTANY.

1. Planting seeds (corn and beans); their structure and growth. 2. Buds, structure, protection, arrangements, kinds, growth. 3. Study of early flowers, Hepatica, Spring Beauty, Trillium, Blood-root, etc. Study of Types: 4. Green slime (Protophyta). 5. Moss (Bryophyta). 6. Fern and Horsetail (Pteridophyta). 7. Scotch Pine and Austrian Pine (Gymnosperms). 8. Common flowering plants (Angiosperms).

Herbarium required. Notes and drawings of plants studied.

Text-book: Gray's School and Field Book.

PHYSICS.—*First Term.*

The following is a list of the exercises which are worked out experimentally by the student, and recorded in a note-book. This laboratory work is preceded by the study of a manual and by preliminary directions by the instructor, and is followed by the study of a text-book. Recitations are upon both experimental work and text.

1. *Mensuration*.—1. Length in metric units. 2. Relation between circumference and diameter of a circle. 3. Volume of an irregular body. 4. Cross-section and diameter of a tube. 5. Weight of a cubic centimeter of water. 6. Weight of a dollar and a dime.

2. *Density and Specific Gravity, Including Mechanics of Fluids*.—1. Determination of density of a solid. 2. Specific gravity of a liquid by specific gravity bottle. 3. Weight lost by a body immersed in liquid. 4. Specific gravity by immersion. 5. Floating bodies. 6. Liquid pressure due to weight. 7. Pressure on bottom of vessel. 8. Specific gravity of liquid by balancing columns. 9. Comparison of gases and liquids. 10. Measure atmospheric pressure—barometer. 11. Specific gravity of liquids by balancing against the atmospheric pressure. 12. Boyle's law. 13. The siphon. 14. The "Hero's fountain."

3. *Mechanics of Solids, Dynamics*.—1. Action of a force upon a body. 2. The force of friction. 3. Composition of forces. 4. Parallel forces. 5. Action and reaction. 6. Comparison of masses by inertia. 7. Accelerated motion. 8. Pendulum. 9. Levers. 10. Pulley. 11. Inclined plane. 12. Wedge and screw. 13. Tenacity. 14. Elasticity.

4. *Heat*.—1. Effect of heat upon size. 2. How heat travels. 3. Testing thermometers. 4. Temperature and physical form. 5. Laws of cooling. 6. Melting and boiling points. 7. Heat capacity. 8. Determination of specific heat. 9. Latent heat. 10. Coefficient of linear expansion. 11. Coefficient of expansion of gas. 12. Coefficient of expansion of a liquid. 13. Absorption and radiation. 14. Solution.

Second Term.

5. *Magnetism*.—1. General study of a magnet. 2. Action of attracted body on magnet. 3. Mutual action of two magnets. 4. Induced magnetism and breaking magnets. 5. Law of induced magnets. 6. Lines of magnetic force. 7. Terrestrial magnetism. 8. Theory of magnetization.

6. *Static Electricity*.—1. Mutual action of electrified bodies. 2. The pith-ball electroscope. 3. Transferring electrification. 4. Induced electrification. 5. Law of induction. 6. Charging by conduction. 7. Charging by induction. 8. The electrophorus. 9. The electrical machine. 10. The condenser and Leyden jar. 11. Electromotive force and resistance.

7. *Current Electricity*.—1. Production of current by chemical action. 2. Conditions for producing current. 3. Action of currents on magnets. 4. Conditions affecting resistance. 5. Effect of series and parallel resistances. 6. Methods of connecting cells. 7. Resistance measured by substitution. 8. Resistance measured by Wheatstone Bridge. 9. Electro-magnetism. 10. Induced currents. 11. The dynamo and motor. 12. The induction coil and telephone.

8. *Light*.—1. How light spreads from a center. 2. Intensity. 3. Shadows. 4. Images through small aperture. 5. Reflection from plane mirrors. 6. Curved mirrors. 7. Images from plane and curved mirrors. 8. Refraction and total reflection. 9. Refraction by lenses. 10. Images from lenses. 11. The spectrum by dispersion.

9. *Sound*.—1. Vibratory and wave motion. 2. The vibration of strings. 3. Speed of sound waves. 4. Reinforcement. 5. Interference.

Manual—Allen. Text—Avery.

CHEMISTRY.—*Third Term.*

The course consists of a systematic study of the most common elements and compounds, and the development of the laws and theories of chemistry. Students follow the direction of the text in doing work in the laboratory, and recite upon this experimental work. All processes, laws, and theories are illustrated and verified by experiment. Careful records of all work are kept in permanent notebooks. Reactions are shown by diagrams and equations.

1. *Elements and Compounds*.—Iron, oxygen, iron oxide, phosphorus, phosphorus oxide, mercury, mercury oxide, carbon, carbon monoxide, carbon dioxide, hydrogen, water, sulphur, sulphur oxides, sulphurous acid, sulphuric acid, phosphoric acid, carbonic acid, zinc, zinc oxide, iron sulphide, hydrogen sulphide, iron sulphate, copper, copper oxide, magnesium, magnesium oxide, magnesium sulphate, calcium, calcium oxide (quick lime), calcium hydroxide (slaked lime), calcium sulphate (gypsum and plaster of Paris), calcium carbonate (marble or chalk), sodium, sodium oxide, sodium hydroxide, sodium sulphate, sodium carbonate (sal soda), sodium amalgam, chlorine, hydrochloric acid, sodium chloride (salt), calcium chloride, potassium, potassium oxide, potassium hydroxide, potassium sulphate, nitrogen, nitrogen oxides, nitric acid, potassium nitrate (niter or saltpeter), ammonia, ammonium hydroxide, ammonium chloride, ammonium sulphate, ammonium nitrate.

2. *Processes, Laws, and Theories*.—Analysis, synthesis, oxidation, reduction, allotropy, crystallization, reaction, metalthesis, deliquescence, efflorescence, neutralization, relation of acids, bases and salts, law of

Boyle, law of Dalton (or Charles), law of conservation of mass, atomic theory, law of definite proportions by weight, law of multiple proportions, Prout's hypothesis, law of definite proportions by volume (Gay-Lussac), molecular theory, hypothesis of Avogadro (or Ampere), theory of Dulong and Petit, periodic law (Mendeleeff).

Text—White.

ELEMENTS OF PEDAGOGY.—*First Year, First Term. Two Hours a Week.*

The purpose of this work is the introduction of those who have just entered the Normal School to the subject of Pedagogy. The stage of their professional scholarship necessitates the selection of subject matter that shall be simple and interesting. The course begins with two introductory lessons in which an attempt is made to show in what especial fields their study will lie, the way in which the child has been regarded, generally, in the older systems of education, and a few definitions which are intended to set certain limits to the work of the term.

Following these lessons come discussions of the general equipment of the average child when he enters school, the discipline through which he has acquired the equipment, the general principle of apperception, and the modern movement in child-study with its relation to the work of the teacher.

In order to make clear the successive steps by which modern educational ideas have made a place for themselves, the study of educational reformers occupies the remainder of the term.

Beginning with the Revival of Learning, the educational ideals are carefully examined and their peculiar forms explained. The transformations of these ideals through the work of the reformers are studied and the contributions of Comenius, Rousseau, Pestalozzi, and Froebel are especially noted. The *Orbis Pictus*, *Emile*, and *Leonard* and *Gertrude* are examined and commented upon quite fully.

The thought movement for the term is the introduction of the idea of sense training by Comenius, and its historical development by the later reformers.

PEDAGOGY.—*First Year, Second Term.*

CHAPTER I.

The work opens with Special Method in History and Literature for the eight grades. It is the object of this work to discuss and illustrate the principles underlying the arrangement of a complete course in History and Literature for the eight grades and the method of presenting such material to a class. Some time is spent in becom-

ing acquainted with stories from history and literature that are suitable for children, as a basis for more intelligent discussion of their educative value. The teacher needs to be acquainted with many of the classic fairy stories, such as those prepared by Scudder, or the Grimm brothers; he should be familiar with the story of Robinson Crusoe, with many of the classic myths of the Orient, and the Pioneer History Stories of America.

This preliminary work is followed by a discussion of the text of McMurry's "Special Method in History and Literature."

1. Introduction: The relation of Literature, as the great ethical power in culture, to the main aim of education, character-building, to the cultivation of the child's aesthetic tastes, his sympathies, and powers of thought. Duty of the school in bringing the influence of literature to bear upon the masses. Relation of school to home.

2. Fairy Tales in First Grade: Sympathy between child and fairy tale. Popular objections to fairy stories. Their validity. The five requirements of a classic fairy story. The oral presentation of the fairy stories and their reproduction by the children. Relation of the stories to the other work of the first year, *e. g.*, as furnishing suggestive materials for drawing and language and as cultivating the power of oral speech. Relation of stories to first work in teaching reading. Discussion of the methods of teaching reading to beginners.

3. Robinson Crusoe in the Second Grade: History of the story of Robinson Crusoe. Comparison with the Fairy Tales. Discussion of the moral, industrial, and economic value of the story. Relation of the story to the other work of the second year, especially to nature study, drawing, modeling, and language. Method of presentation suitable to the story of Robinson.

4. Myths in the Fourth Grade: Definition of the myth. Distinguished from the legend and history. How valued by literary artists. The characteristics of the myths and their value to the child culture. Methods in teaching the myths.

5. Pioneer History Stories in the Fourth and Fifth Grades: Transition from the mythical to the historical hero. Child's interest in attractive biography. Lists of Pioneer History Stories suited to the Fourth and Fifth Grades. Character of the early pioneers of America. The value of oral presentation in history; method of oral presentation; reproduction of the stories by the pupil; difficulties in adopting an oral presentation of history stories.

History in the Seventh, Eighth, and Ninth Grades: Full and detailed treatment of typical periods. Use of the biographical element. Arrangement of topics and relation of the history to the other work of these grades.

CHAPTER II.

The last month of the term is devoted to a discussion of Dr. McMurry's "Special Method in Geography." The object of this work is to discuss and illustrate the principles underlying the proper selection and treatment of the materials for instruction.

1. Home Geography in the Third Grade: Discussion of the materials as follows: 1. Food products and occupations connected with them. 2. Building materials and related trades. 3. Clothing, materials used, manufacture, etc. 4. Local commerce, bridges, roads, railroads. 5. Local surface features, streams, hills, woods, etc. 6. Town and county government, court house, etc. 7. Climate and seasons, sun, wind, storm, heat. Value and need of excursions in the initial work in geography. Illustrations of excursions. The earth as a whole.

2. Geography of the Mississippi Valley in the Fourth Grade. Discussion of the following principles: 1. Movement from the home outward. 2. Type study in geography. 3. Causal relations. 4. Comparison. 5. Oral treatment of topics. 6. Relations to other subjects. Discussions of the list of topics suitable for the geography of the Mississippi Valley.

CHAPTER III.

In the work in Special Method, both in history and literature, and in geography, illustrative lessons are given, making use of some of the materials discussed. A few lessons, especially in literature, are given before the students, by the assistant training teacher, with a class of little children in the practice school. These lessons are made the subject of discussions on methods and devices employed.

PEDAGOGY.—*First Year, Third Term.*

CHAPTER I.

The first month is devoted to Special Method in Reading. A number of readers for the earlier grades, and of literary masterpieces suitable to the different grades, are read and discussed; 1, as to whether they meet the requirements of interesting and instructive thought content, and, 2, as to whether they are well adapted to advance the child in his mastery of the mechanical phase of reading. The text of McMurry's "Special Method of Reading," is then read and discussed. Lists of classic literary masterpieces suited to the different grades are noted, and their culture values, both to the child and to the teacher, are discussed. The work is closed with some exposition of the method of teaching reading in the different grades.

CHAPTER II.

The second month of the term is devoted to a discussion of the Special Method in Teaching Natural Science. Early in the term, the students are set to work to make observations upon some of the objects of nature about them, *e. g.* the red maple and the robin, for the purpose of acquiring some idea of the meaning and value of the direct observation of nature, both as furnishing the basis for true scientific knowledge, and as a preparation for the work of teaching natural science. These objects are watched during the spring months, and their development and habits noted daily, as accurately as possible. These observations are later made the basis of a full discussion of the objects observed, for the purpose of illustrating the principles of selection and treatment of materials in teaching natural science to children. After these type objects have been fully treated, the principles involved are discussed as follows: 1. Selection of materials for nature study. 2. Preparation of the teacher. 3. Excursions and observations by the children. 4. Methods and devices in the discussion of topics. 5. Type studies in natural science. 6. Value of nature study to the child and to the teacher.

CHAPTER III.

The third month is devoted to a discussion of the general laws underlying the method of instruction (or the so-called "Formal Steps of instruction"), and of kindred pedagogical principles bearing upon the work of the teacher in the class room. It is the aim of this work to show what the laws of thought are that determine how the teacher must present a subject to the class.

PSYCHOLOGY.--*First Term.*

1. Psychology and Its Relations to the Teacher.
2. The Educational Limitations of Psychology.
3. The Treatment of Psychology adopted.
4. The Bases of Psychical Life. (*a*) Sensation. (*b*) Interest. (*c*) Impulse.
5. The Psychical Processes. (*a*) Introduction: Classification of contents of our minds. (*b*) Classification of processes corresponding to these contents. (*c*) The Processes: 1. Non-voluntary attention. 2. Association. 3. Voluntary attention. 4. Educational Principles. 5. Apperception and Retention.
6. Forms of Intellectual Development. (*a*) Principles of intellectual development. (*b*) Stages of intellectual development: 1. Training of perception. 2. Training of the memory. 3. Training of thought.

7. The forms of Emotional Development. (a) Condition of interest. (b) Principles of emotional growth. (c) The forms, or stages of emotional growth.

8. Forms of Volitional Development. (a) Factors of volitional development. (b) Stages of volitional development.

9. Mind and Body. (a) Importance of body for soul. (b) Structure of nervous system in man. (c) Elementary properties of nervous structure. (d) Psychological equivalents. (e) Localization of function. (f) Educational principles.

10. Summary of Principles. (a) Bases of instruction. (b) Ends of instruction. (c) Methods of instruction. (d) Relation of knowledge, feeling, and will. (e) Criticism of maxims.

11. The method of Interrogation, Art of Questioning. (a) Introduction. (b) Objects of questioning: 1. Testing retention. 2. Training of apperception. (c) Qualifications of the questioner. (d) Matter and form of questions. (e) Matter and form of answers.

Text-book. Applied Psychology. *McLellan* and *Dewey*.

ADVANCED PSYCHOLOGY.—*First Term.*

Introductory.

1. Science and Method of Psychology. (a) Subject matter of Psychology. (b) Methods of Psychology: (1) Introspective; (2) Experimental; (3) Comparative; (4) Objective.

2. Mind and Modes of Activity. (a) Aspects of Consciousness. (b) Relations to each other. (c) Relations to the whole self.

3. Knowledge.

1. Elements of knowledge: (a) Sensation in General. 1. Physical Stimulus; 2. Psychical Factor; 3. Relations of Psychical and Physical; 4. Functions of Sensation in Psychical Life. (b) Special Senses—Relations to Touch. 1. Touch: I. Weber's Law and Psycho-physical Methods. II. Muscular Sensation. 2. Smell. 3. Taste. 4. Hearing. 5. Sight. 6. Temperature. 7. General Sensation.

2. Processes of Knowledge: (a) Nature of Problem: 1. Sensations and Known Objects. 2. The Knowing Self. (b) Apperception: 1. Problem of Apperception. 2. Kinds of Apperception. (c) Association: 1. Conditions. 2. Forms. I. Simultaneous or Fusion. II. Successive: By Contiguity; by Similarity. III. Functions of Association. (d) Dissociation. 1. Relation to Association. 2. Conditions. 3. Functions in Psychical Life. (e) Attention. 1 Attention as Selecting Activity. 2. Attention as Adjusting Activity. 3. Attention as Relating Activity. (f) Retention.

3. Stages of Knowledge: (a) Perception. 1. Of Objects. 2. Of Space. 3. Of Externality in General. (b) Memory. 1. Definition

and Problem. 2. The Memory Image. 3. Memory of Time. 4. Self as Past and Present. (c) Imagination. 1. Definition. 2. Ideals in Imagination. 3. Practical and Theoretical. (d) Thinking. 1. Definition and division. 2. Conception; growth of knowledge. 3. Judgment; Belief. 4. Reasoning. I. A priori and a posteriori. II. Inductive and Deductive. 5. Systematization. (e) Intuition. 1. Intuition of the World. 2. Intuition of Self. 3. Intuition of God.

FEELING.—*Second Term.*

1. Introduction. 2. Sensuous Feeling. 3. Formal Feelings. (a) Of present adjustment. (b) Due to past experience. (c) Directed toward the Future. 4. Development of Qualitative Feeling. (a) In Universality. (b) In Definiteness. (c) Abnormal. (d) Conflict of. 5. Intellectual Feeling. (a) General Nature. (b) Spring to intellectual action. (c) Objective side. 6. Æsthetic Feeling. I. General Nature. (a) Connection with Idealization. (b) Universality of Beauty. (c) Factors of Æsthetic Feeling—Harmony. II. As a Spring to Action. (a) The fine arts. III. The Æsthetic Judgment—Taste. 7. Personal Feeling. I. General Nature. (a) Social, (b) Moral, (c) Religious. II. As a Spring to Action. (a) Social Institutions. III. The Personal Judgment—Conscience.

THE WILL.

1. Sensuous impulses. (a) Reflex action, (b) impulses of perception, (c) Instinctive impulses. (d) Instincts of expression. 2. Development of volition. (a) Desire. (b) Choice—Motive. (c) Realization of motive. 3. Physical control. (a) Localization of motor impulses. (b) Combination of motor impulses. 4. Prudential control. (a) Development of desire. (b) Choice of ends and means. (c) Forms of prudential control. 1. Practical. 2. Intellectual. 3. Emotional. 5. Moral control. (a) Development of ethical desire. (b) Ethical choice. (c) Results of moral action. 1. Generic volition. 2. Regulation of desires. 3. Accurate and intuitive choice. 4. Effective execution.

Text: Dewey's Psychology.

PHILOSOPHY OF EDUCATION.—*Third Term.*

Part I. Education in its general idea: (a) Its Nature. 1. Possible only to self-active beings. 2. Education by Divine Providence, by experience, or teachers. 3. Relates to body, intellect, and will; must be systematic; conducted in schools. (b) Its form. 1. Self-estrangement,

work, play. 2. Habit. 3. Authority, obedience, punishment. (c) Its Limits. 1. Subjective limit in the pupil's capacity. 2. Objective limit in the pupil's wealth and leisure. 3. Absolute limit in the pupil's completion of school work.

Part II. Education in its special elements. (a) Physical. 1. Dietetics. 2. Gymnastics. 3. Sexual (omitted.) (b) Intellectual. 1. Psychological epochs. (a) Intuitive—sense-perception. (b) Imaginative—fancy and memory. (c) Logical. II. Logical order. (a) of development of the pupil. (b) of development of the subject. (c) of demonstration. 1. Analytic. 2. Synthetic. 3. Dialectical. III. Instruction. (a) Pupil's capacity. (b) Pupil's act of learning. 1. Mechanical. 2. Dynamical. 3. Assimilative. (c) Method of instruction. 1. Living example. 2. Text-book. 3. Oral. (d) Will training. 1. Social usages. 2. Moral training. (a) The Virtues. (b) Discipline. (c) Character. 3. Religious education (omitted).

Part III. Education in its particular Systems. (a) National. 1. Passive. (a) Family—China. (b) Caste—India. (c) Monkish—Thibet. 2. Active. (a) Military—Persia. (b) Priestly—Egypt. (c) Industrial—Phoenicia. 3. Individual. (a) Aesthetic—Greece. (b) Practical—Rome. (c) Abstract Individual—German tribes. (d) Theocratic—The Jews. (e) Humanitarian, or Christian. I. Monkish II. Chivalric. III. Citizen. 1. For special callings. (a) Secular. (b) Jesuits. (c) Pietistic. 2. To achieve an ideal of culture. (a) Humanist. (b) Philanthropist. 3. For free citizenship. Text-book, Rosenkranz.

PEDAGOGY.—*First, Second, Third Term. Three Hours a Week.*

Topics for Study. 1. The chief aim of Education. 2. The Relative Value of Studies. 3. Nature of Interest. 4. Concentration. 5. Apperception. 6. Induction. 7. The Formal Steps.

Examination of the Course of study below the High School. 1. Fields which the course of study must cover. 2. Value of Literature as an introduction to the life of the school. 3. Essential nature of a story. 4. Method of estimating the value of the story for the primary grades. 5. List of stories suitable for first grade. 6. Place of science in primary grades. 7. Suitable topics for fall term, winter and spring terms. 8. Reading. What is it? What associations should be formed? 9. What error often made? 10. How help the child to help himself? 11. How can literature and science be utilized? 12. Illustrative exercises given by training teachers with class. 13. Careful study of the exercise. Similar illustrative exercises in other parts of the course with a review of special methods.

Practice Work in Model School.

(See Courses of Study.)

Each Normal student is required to teach four terms in the Practice School, for forty-five minutes each day. At least one term must be spent in the Primary Grades. All practice work is performed under the immediate oversight of the training teachers. The work of criticism is both personal and general. The general criticisms are given in teachers' meetings, one of which is held each week. The special criticisms are given in grade meetings and in personal interviews. Pupil teachers must submit plans of work to their supervisor, which must be approved before being put into execution. They are held responsible for the control and general management of their classes. They are expected to make personal studies of the pupils, so that they may give accurate descriptions of their character, personal peculiarities, habits of study, and general disposition.

Generally each pupil teacher is under the observation of one or more pupil teachers, who make careful notes of the work. By this arrangement the training teachers are enabled to determine accurately the skill with which discipline is maintained in their absence.

The practice work of the pupil teachers reaches from the first grade of the Primary School through the first year of the High School. In addition to the work of instruction, pupils are required to take charge of a room during opening exercises, and to have the management of children as much as possible.

Frequent illustrative exercises, conducted by training teachers, are given to the whole body of pupil teachers. These cover a variety of subjects, but are usually given in those studies in which there is the greatest probability of lack of skill on the part of the pupil teachers. It is found that subjects like Natural Science and Literature afford the greatest difficulties to the ordinary teacher; consequently, exercises are given in those subjects more frequently than in any others.

Persons desiring to fit themselves for primary teachers are permitted to put in all of their time with the training teacher having the lowest departments in charge.

During recesses and noons children are under the general oversight of pupil teachers, who make careful studies of individual pupils as they manifest their dispositions in games or other recreations.

Department of Ancient Languages.

LATIN.

1. BEGINNING LATIN. *Jones's Latin Lessons through Lesson XC., and Harkness's Grammar to match.*

Roman pronunciation. Declension of typical nouns, adjectives, and pronouns. Comparison of regular adjectives and adverbs. Conjugation of regular verbs. Irregular forms. Prepositions. Uses of various cases. Uses of the subjunctive mood. The gerund and the gerundive. Sequence of tenses. Indirect discourse. Constant drill in pronunciation, translation, and composition. Thoroughness in all this elementary work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Two terms—Twenty seven weeks.*

2. EUTROPIUS, *four weeks.* BEGINNING CÆSAR. *Gallic War, ten Chapters of Book 1. All of Collar's Composition based upon the same.*

Attention to the uses of the various cases, the subjunctives, the gerund and gerundives, the indirect discourse. The advance lesson each day is translated as literally as is consistent with fair English; the review more freely. Life of Cæsar. History of the age. Geography of Italy and Gaul. *Twelve weeks.*

3. SECOND AND THIRD TERMS CÆSAR. *Gallic War, Books I-IV completed. Historically interesting parts of Books V-VII. Composition—Sight reading, EUTROPIUS.*

Related history and geography. Continued drill upon forms, upon syntax, and upon indirect discourse. Extended study of minor grammatical principles, especially with reference to uses of cases, tenses, and moods. Parts of the text are translated slowly and critically; rapid translation of other portions; sight translations. Collar's Composition based upon Book II. Elementary derivation work. *Two Terms—Twenty-seven weeks.*

4. CICERO. *Four Catiline Orations, Archias, Ligarius, Manilian Law, Marcellus. Collar's Composition, Part IV. Sight-reading, NEPOS.*

Critical translations of some portions; rapid translation of other parts. Syntax. Life of Cicero. Related history, geography, and biography. The Augustan Age. Thought analysis of orations. Written re-review of one in exceptionally smooth English. Sight

translation. Derivation work. Continued drill upon word-formation. Especial study of English prefixes and suffixes traceable to Latin originals. *Two Terms—Twenty-seven weeks.*

5. OVID. *Selections, mostly from Metamorphoses, 1,500—2,000 lines. Kelsey's Greek and Roman Mythology. Sight translation.*

Life and works of Ovid. Derivation work, Especial study of amplifications of important roots. English Latin derivatives. Lectures upon rise and status of Philology. The Indo-European family. The Teutonic branch. Grimm's Law. Elementary principles of versification. Scansion. *Twelve weeks.*

6. VERGIL. *Æneid, Books I-VI. HORACE. Selections, six weeks.*

Related biography, history, geography, and mythology. Careful study of versification. Facility in scansion required. English words derived from Latin. Continued study of roots and their amplifications; some notice of their forms in other Aryan languages. Lectures upon the genesis of suffixes, of declension and conjugation. Origin of affixes. Genesis of primitive monosyllabic roots, and theories concerning the origin of language. Philology's attitude toward Darwin and toward the Bible account of creation. *Two Terms—Twenty-seven weeks.*

7. LIVY. *Selections.*

The last class reads Books XXI and XXII entire. Related history, geography, and biography. Comparative work in syntax. Study of the literary style of the author. *Twelve weeks.*

8. TACITUS (optional). *Germania, or Agricola, or both. Twelve weeks.*

GREEK.

1. BEGINNING GREEK. *Frost's Greek Primer and Goodwin's Grammar to match.*

Declension of typical nouns, adjectives, and pronouns. Comparison of regular adjectives and adverbs. Conjugation of regular verbs. Irregular forms. Prepositions. Constant drill in pronunciation, translation, and composition. Thoroughness in all this work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Fifteen weeks.*

2. ZENOPHON. *Anabasis I-IV; or Anabasis I-II, and selections from Hellenica and Memorabilia. Sight translation. Greek prose composition.*

Use of cases, tenses, moods. Drill upon irregular verbs. Critical translation of portions of the text; free translation of other parts.

More extended study of minor grammatical principles. Related geography, history, and biography. Composition work based upon the text. Elementary derivation work. Goodwin's chapter on word formation. *Thirty-nine weeks.*

3 and 4. PLATO. *Selections from Phaedo.*

Careful review of principles of Greek grammar and study of constructions involved in the translation. Sight translation. Biography.

HERODOTUS. *Selections from Persian Wars.*

Study of Ionic forms and comparison with corresponding Attic forms. Classical geography studied in so far as useful for an intelligent exposition of the text. Sight translation. Related biography and history.

DERIVATION WORK. Review of Goodwin on Word Formation. Primary and secondary suffixes. English and Latin prefixes and suffixes traceable to the Greek originals. Amplifications of important roots. English words of Greek origin. Lectures upon the rise and status of Philology. The Aryan family. The Teutonic branch. Grimm's law. *Twenty-four weeks.*

5. HOMER. *Iliad, Books I-IV; or I-II, and an equivalent for III-IV from the Odyssey.*

Related history and geography. Greek mythology. Homeric forms compared with Attic and Ionic. Careful study of versification. Facility in scansion required. Rapid translations of portions of text. Critical exposition of other parts. Derivation work. Continued study of roots. Lectures upon genesis of suffixes, of declension, and of conjugation. Origin of affixes. The primitive monosyllabic roots and the theories concerning the origin of language. Philology's attitude toward the Bible account of creation: toward Darwin. *Twelve weeks.*

DEPARTMENT OF GERMAN.

FIRST YEAR.—*Dr. Meissner's Public School German Grammar.*

First term. Declension of Substantives. Declension and comparison of adjectives. Classification and conjugation of verbs. Formation of compound nouns. Formation of adjectives. Force and use of prefixes. Prepositions and the cases which they govern. Boisen's preparatory prose. Especial reference to German constructions and idioms.

Second term. Boisen's prose continued. Review Syntax. Continued drill upon construction. Sight translation. Pronunciation of German.

Third term. Hermann and Dorothea. Sight translation. German prose, with especial attention to order. Das Lied von der Glocke. Conversation. Pronunciation.

SECOND YEAR.—First term. Wilhelm Tell. Jungfrau von Orleans. Sight translation. Ability to translate fairly easy German upon hearing it read, is required. German prose with especial reference to idioms. Conversation. Pronunciation.

Second term. Minna von Barnhelm. Maria Stuart. Short German essays. Sight translation. Pronunciation. Conversation.

Third term. German lyrics. Sight translation. Considerable practice in German conversation, which has now become the language of the class. (The classics read are varied from year to year).

POLITICAL ECONOMY.

1. *Production*.—Land and Natural Agents, Labor, Origin and Office of Capital, Productive Capability of a Community.

2. *Exchange*.—Theory of Value, Theory of International Exchanges; Money and its Value, Debased Coin, Seigniorage, Inconvertible Paper Money, Bank Money; Reaction of Exchange upon Production.

3. *Distribution*.—Parties to the Distribution of Wealth: Rent, Interest, Profits, Wages, Minor Shares, Reaction of Distribution upon Production.

4. *Consumption*.—Subsistence, Population, Appearance of New Economic Wants, Consumption, the Dynamics of Wealth, Reaction of Consumption upon Production.

5. *Application of Economical Principles*.—Usury Laws, Banking Functions, Co-operation, Trades Unions and Strikes, Unearned Increment of Land, Political Money, Bi-Metallism, Pauperism, Revenue of the State, Principles of Taxation, Protection and Free Trade.

An attempt is made to interest the pupils deeply in the practical questions of the day. Last year the Bland Silver Bill, the McKinley Tariff Bill, with the majority and minority reports; Blaine's and Gladstone's article in the *North American Review* upon the Tariff, were placed in the hands of the pupils and carefully discussed. This year Henry George's Free Trade and Protection, and McKinley's opening speech upon his bill, received similar attention. Recent monetary questions: Coin's Financial School. Cash vs. Coin. Single Tax Theory; Public and Private Ownership of Land. Walker's Tract on Bimetallism. Text: WALKER. *Twelve Weeks*.

The Practice School.

The Grammar School is intended for those who wish to prepare for the Normal School, for a High School, or for general business.

Young men and young women not fully prepared for the Normal Department are enabled to enter after spending a term or two in the rigorous preparatory drill of the Grammar School; while, to those who are preparing for a High School, it offers excellent academic training. It is in the direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their effort to get a higher education, simply because their ~~elementary~~ ^{and common} education has been poor: hence, great care is taken that each shall be well-grounded in elementary knowledge.

Those who wish merely a common-school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire a ready knowledge of arithmetic, in order that they may make good accountants. Those more advanced will have the opportunity of studying bookkeeping, taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, during the second year, those who may wisely do so are allowed to take any of the languages in the Normal School.

The moral influence of the school and its surroundings are good. Vicious boys who are outcasts from other schools will not find admittance here. Saloons and other places of evil resort are not allowed in the town. Tuition is charged at the rate of \$25 a year.

SEVENTH GRADE—FALL TERM.

Arithmetic. Begin page 68. Tests of Divisibility. Factoring, L.C.M., G.C.D. Correct and rapid oral work. Thorough review.

Grammar. Composition and letter writing. Southworth and Goddard, page 1-72.

History. Scudder's Life of George Washington, especially the part bearing on the Revolutionary War.

Reading. Sohrab and Rustum. Tales of the White Hills, Grandmother's Story of Bunker Hill.

Natural Science. Air pressure, pumps, steam engine.

Geography. Type studies on Asia and Africa.

Spelling and Writing. Lists in spelling derived from other lessons. Exercises in vertical script.

WINTER TERM.

Arithmetic. Common and decimal fractions. Compound numbers.

Grammar. Etymology of the noun and its modifiers.

History. Beginnings of the war in Massachusetts and New England. Biography of Samuel Adams.

Reading. Washington's Rules of Conduct, Sella, Thanatopsis, etc. Lamb's Tales of Shakespeare. Declaration of Independence.

Natural Science. Woodhull's simple experiments for the school room.

Geography. Type studies of Australia and Africa. Spelling and writing as in Fall term.

SPRING TERM.

Arithmetic. Complete compound numbers. Begin Percentage. Cook and Cropsey.

Grammar. Etymology of the verb and its modifiers.

History. Burgoyne's Campaign, Cornwallis's Campaign in the South; Biography of Putnam, Starke, Greene, Schuyler, Marion and Sumter.

Reading. Enoch Arden, Poor Richard's Almanac, The Christmas Carol.

Natural Science. Animal types.

Geography. Type studies of South America and of the whole world.

Writing and Spelling.

EIGHTH GRADE—FALL TERM.

Arithmetic. Review decimal fractions and Federal and English Money. Advance work, simple percentage to interest. Cook and Cropsey, page 224.

Grammar. Nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions. Analysis and parsing.

History. From the Battle of Yorktown to the election of Washington. The adoption of the Constitution.

Reading. Evangeline, Snow Bound. Webster's Bunker Hill Speech. Tales of the White Hills.

Natural Science. Respiration, circulation, and digestion. Temperance teaching in this connection.

Spelling and Essay Work.

WINTER TERM.

Arithmetic. Interest and other applications of percentage. Cook and Cropsey, pp. 224-262.

Grammar. Analysis of a classic. Etymology of verb.

History. Study to the close of John Quincy Adams's administration. Acquisition of territory. Rise of political parties. The steamboat. War of 1812. System of Revenue. Biographies of John Adams and Jefferson.

Reading. Vision of Sir Launfal. Merchant of Venice. Enoch Arden. Selections from Open Sesame, Vol. III.

Natural Science. The eye and ear as related to sight and sound. Physiology of ear and eye. Physics of sound and light.

Spelling and essay work.

SPRING TERM.

Arithmetic. Ratio and proportion. Involution and Evolution. Mensuration.

Grammar. Analysis of a classic. Review of syntax.

History. Chief topics to close of Civil War. Internal improvements. Leading inventions and inventors. Leading statesmen and parties. History of Slavery. The war with Mexico. The Civil War. Immigration. Civil Service Reform. Biographies of John Quincy Adams, Daniel Webster, and Abraham Lincoln.

Reading. Julius Caesar. Webster's Oration on Adams and Jefferson. Marmion. Sharp Eyes.

Natural Science. Sun, moon, stars, and planets, Starland.

Spelling, writing, and essay work.

PREPARATORY CLASS.

Arithmetic. Cook & Cropsey, pages 68-193. Omit some parts of compound numbers. Careful analysis. Drill on oral problems for accuracy and speed. Illustrate with objects, diagrams, measurements, and practical problems.

Grammar. Chief parts and modifiers in the sentence. Kinds of sentences. Parts of speech. Analysis of sentences and parsing. Compositions once a month, corrected and rewritten.

Dictionary Work. The Grammar school list with the preparatory principles.

Reading. Tales of the White Hills, Snow Bound, Vision of Sir Launfal, Tales of Shakespeare.

Geography. Study of the types of United States, and of North America.

Spelling. Derived from words taken from all the regular studies.

SIXTH GRADE.

Spelling, Fall Term. Words from the different branches.

Spelling, Winter- Term. Text, Hawthorne's "Grandfather's Chair." Memorize "The Children's Hour." Phonics.

Reading, Winter Term. Courtship of Miles Standish, Snow Bound. Select pieces from Children's Treasury of English Song and from Golden Treasures of Songs and Lyrics. Sight-reading of Birds and Bees.

Arithmetic, Fall Term. Text, "Cook and Cropsey." A thorough review of fractions, common and decimal. Compound numbers. Develop tables by performing measurements. Areas of rectangle, triangle, rhombus. Area of walls, of room, ceiling, carpeting rooms; matching patterns. Number of fence boards for a fence. Division of large body of land into smaller bodies. Use diagrams when possible. Illustrative, concrete examples. Mental drill in rapid addition, subtraction, etc.: prime numbers, factors.

Arithmetic, Winter Term. Review fractions (common and decimal), compound numbers, measurements. Practice in quick abstract work. Complete Cook and Cropsey's Elementary Arithmetic from page 288.

Geography, Fall Term. Text, "Our American Neighbors," "Fishing Off Newfoundland," "Winter Sports in Canada," "French Canadian Farm Life," "The Canadian Lumberman," "The Canadian Prairies." "Location, Boundary, and Birds-Eye View of the Physical Features of Canada."

Geography, Winter Term. The City of Mexico; the Rocky Mountains; North America as a whole; the British Isles; commerce and navy of England; London, Glasgow, Manchester, Oxford.

Language, Fall Term. Composition work, letter form, material drawn from *real* studies. Oral, follow Bright's outlines. Formation of plurals. Subject, predicate adjectives. Oral work indicated in each child's "Outline Book."

Language, Winter Term. Review (Bright). Take 6th Grade Work; regular composition exercises; select lessons from DeGarmo's No. 4.

Drawing, Fall Term.

1. Drawings of fruits and vegetables, the apple, potato, squash, tomato.

2. The horizon line.

3. Appearance above or below horizon line of the horizontal circle.

4. Appearance of vertical cylinder. Objects based on it: Cuff, tumbler, can of fruit.

5. Center of vision.

6. Appearance of vertical circle to left or right of C.V.

7. The horizontal cylinder in seven different positions.

8. Objects based upon horizontal cylinder: muff, rolling pin.

Writing, Fall Term. Position complete; forearm movement, form: small letters; figures; Normal review system.

Natural Science, Fall Term. Honey bee, bumble bee, grasshopper, cricket, dragon-fly, butterfly (life history complete), frog. Campus excursions for study of trees, insects, and preparations for winter.

Natural Science, Winter Term. Cold, heat, storms, freezing, barometer, expansion and contraction of bodies, thermometer (mercury), steam engine, light, prism, refraction, reflection, telescope, microscope, the planets, animalculæ, gunpowder, guns, and cannon (forts and ships), volcanoes, town geology.

History, Fall Term. Moore's "Puritans and Pilgrims." Begin "Autobiography of Franklin." Keep for review purposes, outlines in "Outline Book."

History, Winter Term. Continue life of Franklin; New England under Andros; Virginia during Colonial Times; New York and the Five Nations.

SPRING TERM.

Spelling—As in 3d grade; 15 words a lesson.

Reading—Phonics. Review. Table of Cognates. Use of the dictionary. Memory selections. Irving's Sketch Book. Hunting of the Deer, etc.

Arithmetic—Cook and Cropsey, pp. 68-126. Second Book. Daily oral drill.

Geography—The British Isles and France. Type studies.

Language—Letters and business forms. Bright, 6th year. DeGarmo No. 4.

Drawing—See 5th grade.

History—New York. Pennsylvania. Carolina. Georgia.

Natural Science—The native forest trees of Illinois; their distribution and use.

FIFTH GRADE.

Spelling, Fall Term. Words from the different branches.

Reading, Fall Term. Hiawatha. Memorizing of three selections from same. Phonics. All vowel sounds. Diphthongs. Use of Dictionary.

Reading, Winter Term. Black Beauty, Songs of Labor. Selections from Higginson's American Explorers, from Heart of Oak, Nos. 2 and 3, and from Children's Treasury of English Song.

Arithmetic, Fall Term. Text, Cook and Cropsey. Fractions, page 220. Supplement by simple, present, illustrative material. Drill on principles. Decimals, begin page 250, supplement same as above. Use diagrams. United States Money, begin page 260. Original bills. Compound numbers, page 267. Develop table by performing the actual, practical work with apparatus and measures. Drill on tables.

Arithmetic, Winter Term. Review factoring, decimals, page 250. United States Money. Quick oral work.

Geography, Fall Term. A sugar plantation of Louisiana. Cattle Ranches. Pike's Peak and vicinity. Irrigation in vicinity of Denver. Hudson River. Sand modeling of United States and Denver vicinity, showing system of irrigation.

Geography, Winter Term. Mt. Washington (White Mountains). Boston (history and commerce). Cotton Mills at Lowell (Merrimac). Ship building at Philadelphia. Oyster fisheries of the Chesapeake (Long Island Sound). City of Washington (government and government buildings). Surface of Virginia (lowlands, mountains). The pineries of Carolina. Alleghany Mountains as a whole.

Language, Fall Term. Letter form; composition form; material drawn from the real studies. Oral, Bright's Outline.

Language, Winter Term. Composition taken from outline topics in other studies. Bright. Review fourth grade. Study fifth grade. DeGarmo No 3.

Drawing, Fall Term. First six topics indicated for Sixth Grade, but need more drill on objects based upon the vertical cylinder.

Drawing, Winter Term. Subjects from Geography, History and Natural Science: *e. g.*, ships, forts, scenery, plants and animals.

Writing, Fall Term. Same as sixth grade.

Natural Science, Fall Term. Bee; locust; animals at Miller Park; trees of the campus.

Natural Science, Winter Term. Mineral springs, granite, air pressure (barometer); thermometer (effects of heat and cold); the compass, north star, the moon's phases, the earth as a planet, Indian corn, cotton-plant; the sturgeon, the horse, the rabbit, the oyster, the cod-fish, the whale.

History, Fall Term. Columbus—Teachers' Text; Magellan.

History, Winter Term. Continue Magellan, Cortez, Raleigh, Drake, John Smith.

SPRING TERM.

Spelling—Same as in fall and winter.

Reading—Review of fall and winter work. Table of equivalents. Use of dictionary. Review memory selections. Continue Lays of Ancient Rome. King of the Golden River.

Arithmetic—Cook and Cropsey, pp. 267-292. Measurements. Rapid oral drill.

Geography—City of Washington. Surface of Virginia. Pinerias of Carolina. Alleghany Mountains. Oranges in Florida. New York City.

Language--Composition. Letter-writing. Oral exercises. Bright, fifth year. DeGarmo, No. 3.

Drawing—Five type solids in review, square prism, etc.

Writing—As fourth grade.

History--Champlain, Hudson, Cortez, John Smith.

Natural Science--Maple. Oak. Soil. Sunshine. Corn plant.

FOURTH GRADE.

Spelling, Fall Term. Words taken from their different studies. List of words filed each Monday morning by each teacher. Each child preserves his list in a penny note-book.

Spelling, Winter Term. Same plan as above.

Reading, Fall Term. Hawthorne's Wonder Book, The Golden Touch, The Three Golden Apples, The Chimæra, Phonics.

Reading, Winter Term. Gods and Heroes, Ulysses Among the Phæacians, Selections from Open Sesame No. 1 and No. 2. Kingsley's Water Babies, for sight reading.

Arithmetic, Fall Term. Multiplication tables through the 12's. *Mental drill.* Rapid addition, subtraction; simple fractional parts, as $\frac{1}{3}$ of 27; $\frac{2}{3}$ of 30; $\frac{1}{2}$ of 40, etc. Add and subtract three, four, and five-place numbers. Multiply six-place numbers by four-place multiplier. Short division--dividend six-place numbers. Bills and somewhat of United States money. Text, Cook and Cropsey, to page 173.

Arithmetic, Winter Term. Arabic notations and numeration through nine orders. Much practice in subtraction and multiplication for accuracy and rapidity. Review short division with divisor up to 12. Long division. Develop tables of denominate numbers. With objects and diagram, show $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, 2-5, etc.

Geography, Fall Term. Coal mine; Pineries and Lumbering; Lake Superior, St. Mary's Canal and Falls. Other falls in St. Lawrence Basin. Iron Mines of Michigan.

Geography, Winter Term. Corn and live stock in Illinois. Trip on the Upper Mississippi. Minneapolis as a trade center. (Wheat Fields of the Northwest). Lake Michigan compared with Lake Superior. Hard-wood forests of Indiana (and Ohio Valley). The blast furnace (Chicago and Pittsburg). Chicago as a trade center. Tobacco raising in Kentucky. Surface of Tennessee.

Language, Fall Term. Composition; material drawn from History, Science, Geography; letter form. Oral. Bright's Outline, begin. Hold in child's Outline Book.

Language, Winter Term. Compositions derived from other studies. Bright's Book. Review Third Grade. Take Fourth Grade work, DeGarmo's No. 2, parts 3 and 4.

Drawing, Fall Term. First six topics indicated for Sixth Grade, but need more drill upon objects based upon the vertical cylinder.

Drawing, Winter Term. Topics selected from other studies. Court house; gables of school house; plants.

Writing, Fall Term. Same as Sixth Grade.

Natural Science, Fall Term. Bee, bumble bee, honey; grasshopper; frog; opossum. Studies on the campus; sow bug; centipede; pines, spruces, hemlock, cypress.

Natural Science, Winter Term. Gold, water, fire, coal and its origin, iron (its qualities and uses), the sun and sunlight, the air (winds) soil, gunpowder, tobacco, the cat-fish, the buffalo, the beaver, the deer, the wild turkey.

History, Fall Term. Text, "Pioneer History Stories," La Salle, Joliet, and Marquette, Hennepin, Lincoln.

History, Winter Term. Boone, Robertson, George Rogers Clark, Lewis and Clarke.

SPRING TERM.

Spelling--As in fall and winter.

Reading--Phonics. Review winter work. Take table of long vowels and diphthongs. Use dictionary. Continue Gods and Heroes, Tanglewood Tales.

Arithmetic--Cook and Cropsey, pp. 199-230.

Geography--Corn and live-stock, hard-wood forests, surface of Tennessee, the Lower Mississippi, cotton, sugar, cattle-ranch.

Language--Letter writing and composition. Bright's Fourth Year. DeGarmo, No. 2, parts 3 and 4.

Drawing--Review three type solids, sphere, cube, cylinder. Add other type solids, square, prism, etc.

Writing—T, F, H, R, P, K, B. 1-9. Movement exercises.

History—Cincinnati, Lewis and Clarke. Fremont, DeSoto.

Natural Science—Oak, Maple, soil, sunlight, corn-plant.

THIRD GRADE—FALL TERM.

Spelling—Words secured from lessons in other branches. Twelve words constitute a lesson. Every fifth lesson a review. Work corrected daily. Sherwood's Writing Speller.

Reading—Phonics ten minutes daily. Tables of sonants, non-sonants, liquids. Read from Scudder's 'Fable, and Folk Lore,' pp. 81-103, pp. 109-136, pp. 160-169, Stickney's Aesop's Fables, pp. 114-165. From "Heart of Oak" No. 2, read Ali Baba, Aladdin, Jack, the Giant Killer, The Children of the Wood. From Wiggin's "Story Hour" read the First Thanksgiving Day and the Story of Christmas.

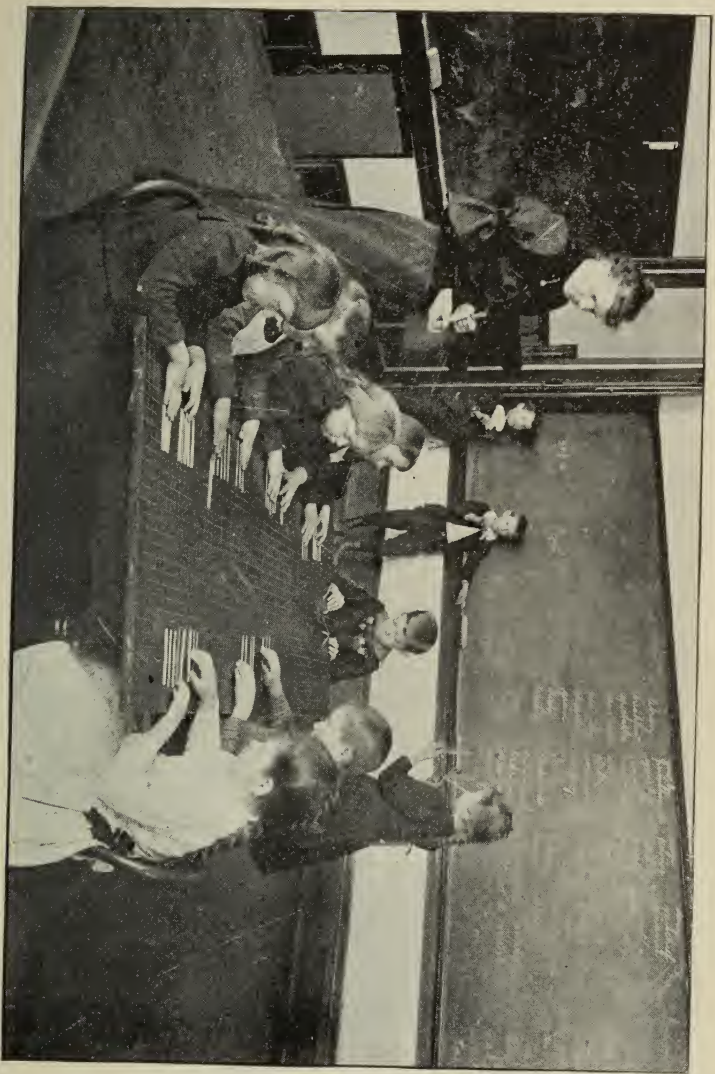
Arithmetic—Thorough review of the tables in addition, subtraction, and multiplication through 20. Addition of columns of numbers not larger than four-place. Fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, of all numbers to 100. Arabic notation and numeration through millions. Roman from 1-100.

Multiplication tables, through the 8's. Subtract numbers as high as hundred-thousands. Multiply three-place numbers by one-place multiplier. Rapid mental work in addition and subtraction. Use present illustrative material. Do much *concrete* work.

Geography—Excursions: A house in building; the canning factory; a garden in October; the farmer's harvest; the nursery (to see packing); the feeding of cattle and the stockyards: views from the cupola of the I.S.N.U.; the campus slopes (model relief and drainage in sand); the relief of Miller Park; forest trees in Miller Park; the Bloomington Court House. All excursions described and discussed in class. Topics arranged in logical series and entered by each child in his Outline Book.

Language—Lessons alternate with Geography. Two lessons in five are composition exercises based on topics drawn from the outlines of Literature, Geography, Natural Science. Exercise great care in the use of correct English, in paragraphing, in teaching margin, capitalization, punctuation, in securing the best writing and spelling. Basis of *oral* work O. T. Bright's "Graded Instruction in English" pp. 1-22. Compositions and oral work accomplished in Child's Outline Book.

Drawing—Clay-molding and drawing of leaves (sunflower, plantain, burdock, tulip, lilac); of fruits and vegetables (apple, potato, melon, pumpkin, tomato). Type solids, sphere, cube. Study according to Prang's Primary manual. Model objects based on same. (Croquet balls, strings of beads, cherries, building blocks). Drill ex-



Pupil Teacher and Class.

ercise on correct drawing of the horizontal and vertical lines and circles. Position of body, paper, correct pencil-holding.

Writing—Forearm movement, correct position of body and paper. Normal review system (Vertical edition). Figures. Forms of i, u, w, n, m. Movement exercises each lesson (5 min.) Light touch.

Natural Science—Cockle-bur, milkweed, jimson weed, thistle, cotton plant, grasshopper, bullfrog.

Literature—Hawthorne's "Wonder Book" entire. Oral presentation. Outlines preserved in each child's Outline Book.

WINTER TERM.

Spelling—See plan for Fall Term.

Reading—Phonics ten minutes daily. Review the consonant tables thoroughly. Add the short vowels. Mark words of one syllable. Read further from Scudder's "Fables and Folk Lore." Read McMurry's Robinson Crusoe. Ten stories from Andersen's Fairy Tales, First Series. From Wiggin's Story Hour, "Little George Washington."

Arithmetic—Arabic notation and numeration through six orders. Roman through M. Multiplication tables through twelves. Multiply with multiplier of not more than three figures. Short divisions—divisors up to twelve. Much drill in rapid oral and written work in the four operations. Concrete work fifteen minutes daily.

Geography—Excursions; feed-mill; carpenter shop; blacksmith shop; greenhouse (note system of heating especially); the town council; the policeman; the nursery (to see grafting); the garret of the Practice School; our boiler house to study our system of heating and ventilation. All fully discussed in the class; false notions corrected. Outlines preserved. Oral presentation of Andrew's "Seven Little Sisters." Study of the world-whole and the chief land masses.

Language—Composition plan the same as for the Fall Term. Basis of oral instruction, Bright's Graded Instruction in English, Second Year, and DeGarmo's Language Work, No. 2; use first and second part. Give extended practice in use.

Drawing—Plan the same as for the Fall Term. To the type solids add the cylinder and cone. Study and draw views and appearance above and below the level of the eye. Draw objects based on the solids. Secure good gray lines. Once in two weeks a dictation exercise.

Natural Science—The stars and large constellations. The moon and its changes. Iron and its uses. Tin, banana, geranium, begonias, roses, carnations, lilies. Coffee and tea plants.

Writing—Advance with the one-space letters as rapidly as class will permit. Write words containing these letters. Five-minute movement exercise daily.

Literature—Hawthorne's "Tanglewood Tales" complete. Oral presentation.

SPRING TERM.

Spelling—Plan the same as for Fall Term.

Reading—Thorough review of all phonic tables; add the long vowels and diphthongs; marking of dissyllables (ten minutes daily). Furnish Æsop's Fables and Andersen's Fairy Tales--first series. Continue "Heart of Oak," No. 2. Memorize selections from Open Sesame, Vol. I.

Arithmetic—Review the multiplication tables. Multiply with multipliers not more than four figures. Review short division. Long division, divisors not to exceed 25. Frequent drill in rapid oral and written work in the fundamental operations. Cook and Cropsey pp. 123-160. In solving problems teach the children to see given elements, the nature of the required quantity, and the operations to be performed to obtain the latter.

Geography—Excursions: Grocery; shoemaker's shop; tin shop; planing mill; wagon shop; machine shop; electric light plant; station agent's work; telegraph agent's work; C. A. & St. L. R. R. shops. Plan of discussion noted in Fall Term. Andrew's Seven Little Sisters continued. Continue study of the world whole.

Language—Composition plan same as noted in Fall Term. Letter writing. Oral work based on Bright's Third Year.

Drawing—Drawing and modeling of leaves, twigs, fruits, vegetables. Study the hemisphere by comparison with previous solids studies. Model Agoonack's house; meat block; toad stool. Draw on and below the level of the eye. Draw a bowl.

Writing—Finish thoroughly the one-space letters. Work for freedom and speed. Review figures. Movement exercise daily.

Science—The robin, woodpecker, bluebird, chicken.

Literature—Lamb's "Adventures of Ulysses," Church's "Story of the Iliad."

SECOND GRADE.

LITERATURE—FIRST TERM—FALL.

Robinson Crusoe, chapters 1-10.

SECOND TERM—WINTER.

Robinson Crusoe, Chapters 11-20.

THIRD TERM—SPRING.

Robinson Crusoe, chapters 21-29.

For method of teaching see Robinson Crusoe for "Boys and Girls," Teachers' Edition.

NATURE STUDY.

FIRST TERM—FALL.

(a) Continue and complete study of apple and plum begun in spring.

(b) The Grape, ripened fruit on vine.

(c) Watermelon and Muskmelon from flower to fruit.

(d) Cabbage butterfly.

(e) Caterpillars frequenting any of the trees previously studied or the grape.

(f) Turtle.

(g) Wheat.

SECOND TERM—WINTER.

(a) Snow Crystals.

(b) Salt, sulphur, and quartz Crystals by comparisons with snow crystals.

(c) Parrot.

(d) Crow and owl by comparison with parrot.

(e) Goat (by comparison with sheep, if the latter has already been studied).

(f) Arrival of early spring birds—time noted.

(g) Watch for any change in the buds of soft maple, elm, and two willow trees, one with pollen bearing flowers, the other with seeds.

THIRD TERM—SPRING.

(a) Continuation of study of trees as in (g) above.

(b) Blue birds and yellow-winged woodpeckers.

(c) Seeds of melon, orange, lemon, and grape sown. Watch development.

(d) Grape—buds and blossoms.

(e) Violet.

(f) Honey bee.

READING FOR THE YEAR.

(a) "Classic stories for the Little Ones."

(b) Nature stories for Young Readers," Vol. I and II, connected with Nature Study.

(c) Poems connected with Literature and Nature Study.

(d) Grimm's Fairy Tales, Vol. I, Wiltse. For method see McMurry's Special Method in Reading.

NUMBER FOR THE YEAR.

(a) Forty-five facts in addition, part of this being review.

(b) Addition of single columns of figures by grasping the tens, sum not to exceed 20; thus, add 7, 4, 3, 2; the children see a ten in the seven and the three, which put with the four and two makes sixteen.

(c) Addition of two-place numbers, sum of neither column to exceed nine.

(d) Since $3+4=7$, $13+4=17$, and $23+4=27$, etc. Similar additions carried to 100.

(e) Understanding of all two-place numbers as composed of tens and units.

(f) Subtractions suggested by (a) and (c).

(g) Figures, Roman numerals, and names of numbers, 10-100.

(h) All tables of compound numbers in common use not already learned in first year. The latter tables reviewed.

(i) Divisions, Multiplications, and Partitions, 10-20.

(j) Multiplication tables of 2's, 5's and 10's. This work is largely concrete, the Nature Study and Literature furnishing material for the problems.

Hall's arithmetic reader is used in Review.

WRITING FOR THE YEAR.

Capital letters singly and in proper nouns taken from the other studies *e. g.* A—April. B—Barri. C—Crusoe. Upright script.

WRITTEN LANGUAGE.

(a) Stories based on Nature Study and Literature, the sentences being connected in thought.

(b) Poems copied.

(c) Short stories reproduced by children as tests. In addition to the points insisted upon in the first year, the children learn to paragraph.

SPELLING.

Words needed for Written Language spelled phonetically and written. Many sentences are dictated in reviewing the spelling of the words.

FIRST PRIMARY—LITERATURE.

First Term—Fall. Stories 1-6 in "Classic Stories for the Little Ones."

Second Term—Winter. Stories 7-11.

Third Term—Spring. Stories 12-15.

Nature Study—First Term. Fall.

1. Life History of Dog, Cow, Sheep, Squirrel, Rabbit, Mouse, Rat.
 2. Preparation of familiar trees with large buds as walnut, hickory, buckeye, and poplars, for winter rest, associated with gathering of autumn leaves.

Second Term—Winter. 1. Winter study of Austrian Pine as type of Evergreen Trees. 2. Scotch Pine, Hemlock, and Norway Spruce by comparison with Austrian Pine. 3. Horse, Cat. 4. Chicken (type of birds).

Third Term—Spring. 1. Plant seeds of Lima bean, sweet peas, and corn, watch development throughout term. 2. Buds of Apple, Cherry, and Plum. This study is begun before the buds are swollen at all. The study of the cherry is continued until cherries are ripe, and the other fruits are watched throughout the term. 3. Duck (type of water bird). 4. Goose by comparison with the duck.

Reading, First Term—Fall. 1. Selection from "Verse and Prose for Beginners." 2. Cyr's Primer, pp. 1-25.

Second Term—Winter. 1. Selections from "Verse and Prose for Beginners." 2. Cyr's Primer, completed. 3. Æsop's Fables adapted.

Third Term—Spring. 1. Selections from "Verse and Prose." 2. Selections from "Nature Stories for Young Readers." 3. Poems from the board on printed slips.

Phonics, First Term—Fall. Sounds of simple short vowels; sounds of consonants in common use, only one sound being given to the letter.

Second Term—Winter. Simple long sounds of vowels; consonant sounds not previously learned. Diphthongs. Sounds marked this term.

Third Term—Spring. All sounds in use by the children not previously learned.

Writing, First Term—Fall. The simplest letters, such as i, u, w, n, m, etc. in upright script. These combined into words which the children have learned to recognize in reading.

Second and Third Terms—Winter and Spring. Remainder of small letters, used in words as above indicated.

NUMBER—FIRST YEAR.

1. Combinations through ten learned largely in the Science work.
 2. Many concrete problems dealing with Literature and Science—topics.

WRITTEN LANGUAGE—FIRST YEAR.

(a) Names of objects studied in Literature and Science. (b) Short stories derived from the same source. All sentences begun with capital letters and closed with a period.

DRAWING—THE FIRST TWO YEARS.

(a) Drawing of objects studied in Science, the object being placed before the child, he doing his best to represent it.

Some of these objects are molded, as the eggs and nest of the robin, beans and peas in the pod, the horse's shoe, the chicken's foot, cones of the pine.

Some are also cut from colored papers and pasted, the children themselves matching colors, *e. g.*, leaves on an apple twig, the ripened fruit of the apple, cherry, and plums, beans in the pod.

(b) The stories which the children learn and Robinson Crusoe are illustrated by them, they representing on paper what is in their minds, *e. g.*, they picture the little fir tree in its home in the forest, the rabbit jumping over it. Robinson Crusoe is pictured in his home with his little animal family about him.

SPELLING—FIRST YEAR.

Phonetic and written spelling of words used in the Written Language.

The Two-Year Course.

Graduates of approved high schools, or persons possessing equivalent qualifications, will be admitted to the following course:

FIRST YEAR.

FIRST TERM.

Reading, 18 hours per month.
 Arithmetic, 18 hours per month.
 Elementary Psychology, 18 hours per month.
 Zoology, 18 hours per month.
 Elements of Pedagogy, 8 hours per month.
 Drawing, 8 hours per month.

SECOND TERM.

Pedagogy, 18 hours per month.
 English Grammar, 18 hours per month.
 Geography, 18 hours per month.
 Ancient History, 18 hours per month.
 Drawing, 8 hours per month.
 Practice Teaching, 20 hours per month.

THIRD TERM.

Pedagogy, 18 hours per month.
 English Literature, 18 hours per month.
 Algebra, 18 hours per month.
 Botany, 18 hours per month.
 Practice Teaching, 20 hours per month.
 Drawing, 8 hours per month.
 Vocal Music, 8 hours per month.

SECOND YEAR.

FIRST TERM.

Advanced Psychology, 20 hours per month.
 Illustrative Teaching, 12 hours per month.
 English Literature, 20 hours per month.
 Civil Government, 18 hours per month.
 Physics, 20 hours per month.

SECOND TERM.

Advanced Psychology, 20 hours per month.
 Illustrative Teaching, 12 hours per month.
 Practice Teaching, 20 hours per month.
 Shakespeare and Themes, 20 hours per month.
 Geometry, 18 hours per month.

THIRD TERM.

Philosophy of Education, 20 hours per month.
 Illustrative Teaching, 12 hours per month.
 Practice Teaching, 20 hours per month.
 Physical Geography, 18 hours per month.
 Bookkeeping and School Law, 20 hours per month.

The two-year pupils recite with the three-year pupils. The explanation of the course of study, consequently, applies to both courses.

The Three-Year Course.

FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
FIRST TERM.		FIRST TERM.		FIRST TERM.	
Reading	18 hours per month	Algebra	18 hours per month	Advanced Psychology	20 hours per month
Geography	18 hours per month	Elementary Psychology		Physics	20 hours per month
English Grammar	18 hours per month	.....	18 hours per month	English Literature	20 hours per month
Arithmetic	18 hours per month	Civil Government	18 hours per month	Mediaeval History	20 hours per month
Elements of Pedagogy		Zoology	18 hours per month	Illustrative Teaching and Methods	
Drawing	8 hours per month	Drawing	8 hours per month	.....	12 hours per month
Orthography	8 hours per month			SECOND TERM.	
SECOND TERM.		SECOND TERM.		Advanced Psychology	20 hours per month
Reading	18 hours per month	Rhetoric	18 hours per month	Shakespeare and Themes	
Arithmetic	18 hours per month	Geometry	18 hours per month	.....	20 hours per month
Geography	18 hours per month	Ancient History	18 hours per month	Physics	20 hours per month
Pedagogy	18 hours per month	Physiology	18 hours per month	Illustrative Teaching and Methods	
Drawing	8 hours per month	Practice Teaching in Model School		Practice Teaching in Model School	12 hours per month
Penmanship	8 hours per month	.....	20 hours per month	.....	20 hours per month
Orthography	10 minutes ea'h day	Drawing	8 hours per month	THIRD TERM.	
THIRD TERM.		THIRD TERM.		Philosophy of Education	
History of the United States		Botany	18 hours per month	.....	20 hours per month
.....	18 hours per month	Physical Geography	18 hours per month	Bookkeeping, 5 weeks	20 hours per month
English Grammar	18 hours per month	English Literature	18 hours per month	School Laws, 6 weeks	20 hours per month
Algebra	18 hours per month	Geometry	18 hours per month	Chemistry	20 hours per month
Pedagogy	18 hours per month	Practice Teaching in Model School		Illustrative Teaching and Methods	
Drawing	8 hours per month	.....	20 hours per month	.....	12 hours per month
Vocal Music	8 hours per month	Drawing	8 hours per month	Practice Teaching in Model School	
Orthography	10 minutes ea'h day			.....	20 hours per month

Pupils are permitted to add Latin, Greek, and German to the above without charge. If these studies are taken the course is correspondingly lengthened.

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Four-Year Course.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
FIRST YEAR.....	Latin, Grammar and Reader. English Grammar. Geography. Elements of Pedagogy, 2 hours a week.	Latin, Grammar. Reading. Arithmetic. Pedagogy.	Eutropius, 4 weeks. Cæsar, 8 weeks. United States History. Algebra. Pedagogy.
SECOND YEAR.....	Cæsar (Sight, Eutropius). Algebra. Zoology. Practice Teaching.	Cæsar. Rhetoric. Physiology. Geometry.	Cicero. Literature. Botany or Physical Geography. Geometry.
THIRD YEAR.....	Cicero (Sight, Nepos) or Science. Civics or English Literature. German or Greek. Elementary Psychology.	Ovid (Sight, Nepos) or Science. German or Greek. Practice Teaching. Ancient History.	Vergil or Science. German or Greek. Political Economy. Practice Teaching.
FOURTH YEAR.....	Vergil—8 weeks, Horace 4 weeks; or Astronomy. Medieval History or German or Greek. Physics. Psychology. Pedagogy, 3 hours a week.	Livy or Astronomy. Physics; German or Greek. Shakespeare and Themes. Psychology. Pedagogy, 3 hours a week. 5	Chemistry, German or Greek. Practice Teaching. Philosophy of Education. School Law, 5 weeks. Pedagogy, 3 hours a week.

Drawing will alternate successively with regular studies, so as to give two exercises each week for first two years.

Pupils will be required to have daily exercises in orthography if found especially deficient in that branch.

Penmanship and vocal music will be provided for in the first year in method work. Any of the above work may be passed by satisfactory examination.

The Christian Associations.

There are two such societies, one for young men, Y.M.C.A.; and one for young women, Y.W.C.A. While they are separate organizations, union meetings are regularly held. As their name implies, they are Christian associations. All members of evangelical churches may become active members, while others may become associate members.

The work of these associations is many-sided, including religious devotion, instruction and study, missionary work, social culture, and the furtherance of religious culture and work along all lines. On the one side the body of students has in these societies the best opportunity for religious growth, organization, and social contact, and on the other the Sunday schools and churches are reinforced by the work of the societies.

The devotional meetings consist of prayer meetings, held each Tuesday evening by each of the associations, and a union meeting of the two each Sunday afternoon at four o'clock. The Tuesday evening meetings are conducted by the students, while the Sunday afternoon meetings are led sometimes by the pastors of the churches, sometimes by teachers or students of the Normal school.

The Bible-study class meets each Friday evening. For some years it has been conducted by Dr. E. C. Hewett, ex-President of the Normal School. It consists of a careful and comparative study of the Bible testimony or important religious topics.

The sociables given near the opening of each term furnish opportunity to the new students to become acquainted with each other and with older students, thus introducing them to the religious and social life of the school.

The associations cultivate systematically the mission spirit, and carry on some of its work. The students raise annually three hundred dollars with which, in co-operation with five of the churches in the town, five native missionaries are supported in foreign fields. A students volunteer band is made up of those who intend eventually to enter upon the work in foreign fields. A missionary study class meets each Friday afternoon. The library of the Normal School has also been supplied, through the efforts of the associations, with a collection of forty-five volumes of missionary literature.

Students are welcomed at all the meetings of the associations, and to its opportunities for religious devotion and culture.

The Oratorical Association.

This association had its origin in the winter term of 1889, the prime mover being Mr. Charles Beach, an enterprising student. Annual contests were held until the present school year when the association sent a representative to a meeting of delegates from the Normal schools of Kansas, Iowa, Illinois, and Missouri, who met for the purpose of organizing an Inter-State League of Normal Schools. As a result of that meeting an association was formed and the first oratorical contest was held at Warrensburg, Mo., May 8, 1896.

Five states sent contestants, viz: Wisconsin, Kansas, Illinois, Iowa, Missouri. The honors were awarded in the order named. The contestant from Illinois was Robert J. Wells, a student in this school. Although Mr. Beach left the school several years ago, his interest in the association is evinced by the fact that he has made provision for an annual prize of one hundred dollars and a gold medal for the winner of the preliminary contest, the same to be known as the Beach prize.

1896.

SEPTEMBER.

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OCTOBER.

SMTWTFSS

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NOVEMBER.

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DECEMBER.

SMTWTFSS

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1897.

JANUARY.

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FEBRUARY.

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MARCH.

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APRIL.

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MAY.

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JUNE.

SMTWTFSS

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Calendar for 1896-97.

The school year of 39 weeks is divided into three terms.

The first term of 15 weeks begins on Monday, September 14, 1896, and closes on Thursday, December 24. Examinations at the close of the term. Annual Contest of Literary Societies on Thursday evening, December 24. Semi-annual meeting of the Board of Education on Wednesday, December 9.

Vacation of one week.

The second term begins on Monday, January 4, 1897, and closes on Thursday, March 25. Examinations at the end of the term.

Vacation of one week.

The third term begins on Monday, April 5, and closes on Wednesday, June 23. Examinations during the last week of the term. Annual meeting of the Alumni June 23. Annual meeting of the Board of Education on Wednesday, June 23. Commencement exercises on Thursday, June 24.

Vacation of eleven weeks.

The new school year opens on Monday, September, 13, 1897.

Pupil Teachers.

First Class.*

ARBOGAST, ANNA B.
ARBOGAST, SADIE E.
BLAND, ROSE
BULLOCK, JESSIE
CAMPBELL, FLORA E.
CARPENTER, MRS. CARRIE M.
CHENOWETH, LILLIAN
CHISHOLM, EVA MAY
CLANAHAN, LUCY
CLANAHAN, MYRTLE
COEN, RUAH
DANIELS, OZELLO
DICKEY, DAISIE D.
GRAINEY, JESSIE A.
HARPSTRITE, EMMA F.
HARRIS, ELLA M.
HIMES, JESSIE M.

ARNETT, JAMES H.
BLACK, JESSE
BOGARDUS, FRANK
CAVINS, ELZY C.
COWAN, ALAN D.
COHAGAN, ALBERT C.
FOX, HARRY B.
GALLAHER, LOUIS
GREAVES, THOMAS H.
KANAGA, HERSCHEL E.
LAW, CHARLES T.
LEHMAN, PAUL
MARTIN, WILLIAM
MEIER, WM. H. D.

HOBART, MARY FLORENCE
HOLLY, LAURA
KATES, CHARLOTTE M.
KUHN, ADA
MICHAELIS, EDNA
MIZE, EDITH
MOULTON, MARIA E.
NIXON, ANNA C.
PERRY, PEARL
QUIGG, IVA M.
SABIN, MARY E.
SCHAEFFER, ELIZABETH T.
SIMMONS, NORA
STEAGALL, MARY M.
SWISHER, GRACE
TRAVER, RUBY

MEYER, OTTO
NEWMAN, ORRIS
PAGE, JOHN T.
PATCH, FRED
PIKE, NELSON D.
PRICE, HARRY B.
PRICER, CHARLES A.
QUICK, EDWARD W.
SHAUB, PHILIP H.
STRONG, JOHN A.
THORNHILL, ERNEST A.
WHETSEL, WM. J.
WORLEY, ROBERT E.

*The first class consists of those who have taught four full terms of approved work in the Practice School. The second class has taught three terms, the third class two terms, and the fourth class one term in the Practice School.

Second Class.

BEGGS, DOROTHEA
COOPER, MABEL
CURTIS, S. MACY
DANIEL, LEONA
HISEL, GERTRUDE
JOHNSTON, G. MAUDE
KAISER, WILHELMINE
LESEM, REBEKAH
LIGGITT, MYRTLE
MILLER, EMILY
ASHWORTH, ELMER
BROWN, BENJAMIN
BUMGARNER, JOSEPH
MIZE, ROY

NUCKOLLS, MINNIE
PHILLIPS, ALICE
PLUMMER, LUCY
PORTER, GEORGIA
ROBERTS, LOIS
SIKKEMA, ALICE
TRIMBLE, CLARA
WILLIAMS, JULIA
WRIGHT, EMILY

PIKE, WALTER
PRICER, JOHN
WELLS, ROBERT

Third Class.

BARBER, MARY
BOWMAN, BERTHA
CAMPBELL, EVA
COLBY, LYDIA
COLE, STELLA
COOPER, NETTIE
DAHL, LORENA
DAVIS, MARY
DEWOLF, NELLIE
DOOLEY, GERTRUDE
EDMUNDS, ELMA
FAIRFIELD, ETTIE
FELTON, JESSIE
FLETCHER, MARY
HALL, ELIZABETH
HENAUGHAN, MARY ELLEN
HILTS, LAURA
HINCKLEY, RUTH
HUNT, FANNY FERN
ILIFF, FRANCES
IMBODEN, SARAH
JONES, ALICE
KING, ANNA
LANGE, OTTILIE
McCORD, GRACE
McCREA, EDITH

McELHENIE, ESTELLA
MOON, EVA
MOORE, MARY
NORMINGTON, FLAVILLA
OGLE, FAY
PARKER, LEONORA
PEARSON, IDA
PECK, OLIVE
PORTER, EVA
RIGGS, MRS. L. D.
ROGERS, ANN ELIZA
ROGERS, LYDIA
SMITH, KATHERINE
SMITH, NANO
SNELL, CLARA
STEVENSON, BESSIE
THOMPSON, MARY
TRAINER, AMANDA
TRAVIS, CARRIE
TURNBULL, HARRIET
WARNER, MRS. CARRIE
WATKINS, PEARL
WILSON, ESTELLA
WOMACKS, NITA
WORLEY, ARABELLA

BORSCH, JOHN
BOWMAN, F. C.

ECHOLS, CHESTER M.
PATTINGILL, IRA

Fourth Class.

ABBOTT, LILLIAN
BABBITT, ELLEN
BAKER, CORA ETHEL
BAKER, ESTELLE
BAKER, LOU
BALLER, BLANCHE
BIRKENBEUEL, CARRIE
BLAND, HATTIE
BRANDES, BERTHA
BRUCE, ALICE
CAMPBELL, PRUDENCE
CARROLL, MARIE
CASS, MATTIE
CAUGHEY, ADELAIDE
COWLES, BESSIE
CROWDER, LIZZIE
DARBY, GERTRUDE
DEBO, MARY
EWBANK, LEORA
FENTON, GRACE
FLEMING, LALA
FLEMING, LULA
FLINN, SARAH
FOLEY, MINERVA
FOWLER, LILLIE
FUHRMAN, EFFIE
GATONS, ALICE
GERBER, MINNIE
GRAY, SARAH
GREGORY, KATHERINE
GRIFFIN, GRACE
HAMILTON, INA
HIGGINS, CORINNE
HUMPHREY, ANABEL
KELLER, HANNAH
LOVETT, NELLIE
LURTON, BLANCHE

LYONS, ALICE
McCREA, IDA
McTIER, ASENITH
McWHERTER, MARY
MERCER, LESLIE
MILLER, LURA
MINARD, MAUD
MITCHELL, MARTHA
MONROE, GRACE
MOORE, OLIVE
PIKE, EFFIE
PITTS, HENRIETTA
PRYCE, FANNY
PUTNEY, LUCY
RAMBO, JESSIE
REID, LELA
RIEDELBAUCH, CHARLOTTE
ROSS, SILVA
ROZIENE, ADDIE
SCHOFIELD, MARIETTA
SEELEY, GRACE
SHEPARD, ANNA
SMITH, CORA
SULLIVAN, MARY
TAYLOR, HELEN
TAYLOR, VIRGINIA
TREGELLAS, FLORENCE
TROXEL, MABEL
VAIL, FANNY JANE
WALTERS, FLORENCE
WARD, ISABELLE
WETZEL, CLARA
WHITE, DAISY
WILLIAMS, ELSIE
WILSON, ALMA
WRIGHT, EDNA

BAKER, GEORGE
DAWSON, RUSSEL

DENNIS, HERBERT
EASTWOOD, BYRON

HESTER, ARTHUR
HUNT, GEORGE
LIGGITT, FLEMMING
LIVINGSTON, SAMUEL
McKINNEY, JOHN
MOULTON, GEORGE
PARKER, B. F.

SANDERS, WILLIAM
WARNER, PERRY
WELLES, WINTHROP
WIGHT, AMBROSE
WILLIAMS, JEREMIAH
WOLF, ALFRED
YOUNG, NOAH

Summary.

First Class, -	-	-	-	-	-	-	65
Second Class, -	-	-	-	-	-	-	26
Third Class, -	-	-	-	-	-	-	55
Fourth Class, -	-	-	-	-	-	-	91
Total, -	-	-	-	-	-	-	<hr/> 237

Students.

Post-Graduate and Special.

NAMES.	COUNTY.	POSTOFFICE
Cowles, Katherine Louise	<i>McLean,</i>	<i>Bloomington</i>
Lesem, Rebekah	<i>Adams,</i>	<i>Quincy</i>
Plummer, Lucy Koogler	<i>*McLean,</i>	<i>Heyworth</i>
Riggs, Mrs. Lilla Delle	<i>*McLean,</i>	<i>Bloomington</i>
Kirk, William E.	<i>*McLean,</i>	<i>Bloomington</i>
Posey, Chessley Justin	<i>Clinton,</i>	<i>Carlyle</i>
Wight, Ambrose Benson	<i>De Witt,</i>	<i>Waynesville</i>

Senior Class.

Arbogast, Anna Belle	<i>McLean,</i>	<i>Normal</i>
Arbogast, Sadie Emma	<i>McLean,</i>	<i>Normal</i>
Bland, Rose	<i>Shelby,</i>	<i>Shelbyville</i>
Bullock, Jessie Jane	<i>Woodford,</i>	<i>Eureka</i>
Campbell, Flora Evangeline	<i>Adams,</i>	<i>Camp Point</i>
Carpenter, Mrs. Carrie Maria	<i>Putnam,</i>	<i>Henry</i>
Chenoweth, Lillian	<i>Champaign,</i>	<i>Osman</i>
Chisholm, Eva May	<i>De Witt,</i>	<i>Farmer City</i>
Clanahan, Lucy Maud	<i>Pope,</i>	<i>Golconda</i>
Clanahan, Myrtle	<i>Pope,</i>	<i>Golconda</i>
Coen, Ruah	<i>*McLean,</i>	<i>Normal</i>
Dickey, Daisy Delle	<i>Henry,</i>	<i>Kewanee</i>
Eldred, Alice Irene	<i>*Grundy,</i>	<i>Gardner</i>
Grainey, Jessie Agnes	<i>Madison,</i>	<i>Edwardsville</i>
Harpstrite, Emma Flora	<i>Macon,</i>	<i>Decatur</i>
Harris, Ella Mabel	<i>Rock Island,</i>	<i>Moline</i>
Himes, Jessie May	<i>McLean,</i>	<i>Normal</i>
Hobart, Mary Florence	<i>Iroquois,</i>	<i>Gilman</i>

*These names marked with a star are names of persons who have given their pledge of intention to teach and who are pursuing the regular Normal Course; but, by reason of residence in McLean county, or wishing to be free to teach in other states, or because not of legal age, they have not been admitted to the Normal School as state beneficiaries. They pay tuition as Model students, at the rate of \$32 a year.

NAMES.	COUNTY.	POSTOFFICE
Holly, Laura Helen	<i>LaSalle,</i>	<i>Peru</i>
Kates, Charlotte Marguerite	<i>McLean,</i>	<i>Bloomington</i>
Kuhns, Ada Anna	<i>McLean,</i>	<i>Bloomington</i>
Moulton, Maria Electa	<i>Kendall,</i>	<i>Pavilion</i>
Nixon, Anna Caruthers	<i>St. Clair,</i>	<i>Marissa</i>
Perry, Pearl Myrtle	<i>Livingston,</i>	<i>Cornell</i>
Quigg, Iva Mae	<i>*Tazewell,</i>	<i>Minier</i>
Reid, Lela Belle	<i>*McLean,</i>	<i>Arrowsmith</i>
Ruhl, Adah Myrtle	<i>*De Witt,</i>	<i>Clinton</i>
Sabin, Mary Esther	<i>Will,</i>	<i>Wilmington</i>
Schaeffer, Elizabeth Taylor	<i>*McLean,</i>	<i>Normal</i>
Steagall, Mary Minerva	<i>Pope,</i>	<i>Golconda</i>
Traver, Ruby Linda	<i>DuPage,</i>	<i>Wheaton</i>
Black, Jesse	<i>Tazewell,</i>	<i>Green Valley</i>
Bogardus, Frank Smith	<i>Sangamon,</i>	<i>Springfield</i>
Cavins, Elzy Cartwright	<i>Coles,</i>	<i>Etna</i>
Cohagan, Albert Crouse	<i>Peoria,</i>	<i>Peoria</i>
Cowan, Alan Dewain	<i>Mason,</i>	<i>Easton</i>
Fox, Harry Bert	<i>LaSalle,</i>	<i>Peru</i>
Gallaher, Lewis Theron	<i>Putnam.</i>	<i>Mt. Palatine</i>
Greaves, Thomas Henry	<i>Shelby,</i>	<i>Moawequa</i>
Kanaga, Herschel Edward	<i>Christian,</i>	<i>Taylorville</i>
Knott, William Ernest	<i>*McLean,</i>	<i>Normal</i>
Law, Charles Thomas	<i>Christian,</i>	<i>Rosamond</i>
Lehman, Paul Harris	<i>Adams,</i>	<i>Payson</i>
Meier, William Herman Dietrich	<i>Scott,</i>	<i>Riggston</i>
Meyer, Otto Sylvester	<i>DeKalb.</i>	<i>Kirkland</i>
O'Neil, James Edward	<i>*McLean,</i>	<i>Bloomington</i>
Page, John Thomas Williams	<i>Macoupon,</i>	<i>Girard</i>
Page, Joseph Lewis	<i>*Macoupon,</i>	<i>Girard</i>
Peairs, Ralph Plummer	<i>*McLean,</i>	<i>Normal</i>
Pike, Nelson Davidson	<i>Madison,</i>	<i>St. Jacobs</i>
Price, Harry Brusha	<i>Shelby,</i>	<i>Oconee</i>
Pricer, Charles Aubert	<i>Vermilion,</i>	<i>Potomac</i>
Prince, Edward Percy	<i>*McLean,</i>	<i>Bloomington</i>
Quick, Edward William	<i>Rock Island,</i>	<i>Hillsdale</i>
Shaub, Philip Harmon	<i>Madison,</i>	<i>Marine</i>
Strong, John Arthur	<i>Warren,</i>	<i>Roseville</i>
Thornhill, Ernest Algier	<i>Christian,</i>	<i>Taylorville</i>
Whetsel, William Jackson	<i>Woodford,</i>	<i>Secor</i>
Worley, Robert Edwin	<i>Woodford,</i>	<i>El Paso</i>

Students who have Completed Two Years' Work or More.

NAMES.	COUNTY.	POSTOFFICE
Aldrich, Blanche	* <i>McLean,</i>	<i>Normal</i>
Baker, Cora Ethel	<i>Shelby,</i>	<i>Prairie Home</i>
Baker, Estelle Katherine	<i>St. Clair,</i>	<i>Belleville</i>
Baller, Blanche C.	* <i>McLean,</i>	<i>Bloomington</i>
Bland, Hattie	<i>Shelby,</i>	<i>Shelbyville</i>
Bowman, Bertha Ann	<i>Rock Island,</i>	<i>Rock Island</i>
Boyce Eva Belle	<i>McLean,</i>	<i>Bloomington</i>
Campbell, Prudence Overton	<i>Fulton,</i>	<i>Lewistown</i>
Cleveland, Lida Taylor	* <i>McLean,</i>	<i>Normal</i>
Cooper, Mabel Anna	<i>Jo Daviess,</i>	<i>Hanover</i>
Cooper, Annetta Belle	<i>McLean,</i>	<i>Normal</i>
Curtis, S. Macy	* <i>McLean,</i>	<i>Normal</i>
Dahl, Lorena	<i>Putnam,</i>	<i>Granville</i>
Daniel, Leona	<i>St. Clair,</i>	<i>Belleville</i>
Fairfield, Etta Melissa	<i>McLean,</i>	<i>Normal</i>
Fenton, Grace	<i>Vermilion,</i>	<i>Danville</i>
Fletcher, Mary	<i>Carroll,</i>	<i>Milledgeville</i>
Hall, Elizabeth Twining	<i>McLean,</i>	<i>Downs</i>
Hamblin, Mrs. Frank Ambrose	<i>Knox,</i>	<i>Galesburg</i>
Hilts, Effie	<i>McLean,</i>	<i>Towanda</i>
Hilts, Laura	<i>McLean,</i>	<i>Towanda</i>
Hinckley, Zenobia Ruth	<i>St. Clair,</i>	<i>Belleville</i>
Hisel, Anna Gertrude	<i>McLean,</i>	<i>Weston</i>
Illiff, Frances Mary	* <i>Woodford,</i>	<i>Washington</i>
Jones, Alice Louise	<i>Kankakee,</i>	<i>Kankakee</i>
Kaiser, Wilhelmine	<i>Piatt,</i>	<i>Atwood</i>
Lange, Otilie Meta	<i>McLean,</i>	<i>Bloomington</i>
Liggitt, Myrtle Margaret	<i>Livingston,</i>	<i>Nevada</i>
Lovett, Nellie	<i>McLean,</i>	<i>Arrowsmith</i>
Lurton, Blanche	<i>Jersey,</i>	<i>Newbern</i>
McElhenie, Mary Estella	<i>LaSalle,</i>	<i>LaSalle</i>
Michaelis, Edna Bell	<i>Hancock,</i>	<i>Plymouth</i>
Miller, Emily Platt	<i>Lake,</i>	<i>Waukegan</i>
Mize, Edith Belle	<i>Madison,</i>	<i>Manix</i>
Monroe, Grace Adela	<i>McLean,</i>	<i>Leroy</i>
Moon, Eva Mary	<i>Douglas,</i>	<i>Tuscola</i>
Nance, May Effigene	<i>McDonough,</i>	<i>Bushnell</i>
Newman, Mrs. Jennie	<i>Edgar,</i>	<i>Metcalf</i>
Normington, Flavilla	<i>Winnebago,</i>	<i>Durand</i>
Nuckolls, Minnie	<i>Sangamon,</i>	<i>Auburn</i>
Patterson, Elsie	* <i>McLean,</i>	<i>Normal</i>

NAMES.	COUNTY.	POSTOFFICE
Phillips, Alice Frances	<i>Vermilion,</i>	<i>Danville</i>
Pike, Effie	<i>Madison,</i>	<i>St. Jacobs</i>
Pitts, Henrietta Betsey	<i>*McLean,</i>	<i>Bloomington</i>
Porter, Georgia Lee	<i>McLean,</i>	<i>Hudson</i>
Riedelbauch, Charlotte	<i>Peoria,</i>	<i>Glasford</i>
Roberts, Lois Madeline	<i>Macon,</i>	<i>Decatur</i>
Rogers, Eliza Ann	<i>Jefferson,</i>	<i>Mt. Vernon</i>
Rose, Ida Bertha	<i>Monroe,</i>	<i>Columbia</i>
Roziene, Addie	<i>Cook,</i>	<i>Irving Park</i>
Schlatterer, Ella	<i>De Kalb,</i>	<i>Sycamore</i>
Schlatterer, Laura	<i>De Kalb,</i>	<i>Sycamore</i>
Sikkema, Amelia Alice	<i>St. Clair,</i>	<i>Belleville</i>
Simeral, Esther M.	<i>*McLean,</i>	<i>Bloomington</i>
Simmons, Nora Mae	<i>Hancock,</i>	<i>Joetta</i>
Smith, Nano Pearl	<i>Ogle,</i>	<i>Creston</i>
Snell, Clara May	<i>Carroll,</i>	<i>Milledgeville</i>
Stevenson, Bessie Bedell	<i>*McLean,</i>	<i>Bloomington</i>
Sullivan, Mary Ellen	<i>McLean,</i>	<i>Bloomington</i>
Swisher, Grace Eugenia	<i>Vermilion,</i>	<i>Danville</i>
Taylor, Helen Mary	<i>*McLean,</i>	<i>Bloomington</i>
Travis, Carrie Estelle	<i>Shelby,</i>	<i>Prairie Home</i>
Warner, Mrs. Carrie	<i>Marion,</i>	<i>Salem</i>
Watkins, Pearl	<i>McLean,</i>	<i>Chenoo</i>
Williams, Julia	<i>(Missouri,)</i>	<i>Hannibal</i>
Wright, Emilie	<i>Iroquois,</i>	<i>Watseka</i>
Youle, Jessie Lee	<i>McLean,</i>	<i>Saybrook</i>
Allen, Charles Henry	<i>Shelby,</i>	<i>Oconee</i>
Arnett, James Horatio	<i>(Ohio,)</i>	<i>New Market</i>
Ashworth, Arthur Elmer	<i>Coles,</i>	<i>Mattoon</i>
Bright, Bruce	<i>*McLean,</i>	<i>Normal</i>
Bumgarner, Joseph	<i>Putnam,</i>	<i>Mt. Palatine</i>
Burtis, Clyde Lewis	<i>*McLean,</i>	<i>Hudson</i>
Carson, Franklin Benjamin	<i>Washington,</i>	<i>Richview</i>
Covey, Hyatt Elmer	<i>*McLean,</i>	<i>Leroy</i>
Echols, Chester Madison	<i>Hamilton,</i>	<i>McLeansboro</i>
Hinckle, Luther Calvin	<i>Macoupin,</i>	<i>Girard</i>
Hoff, George Stephen	<i>Vermilion,</i>	<i>Danville</i>
Hunt, George Warren	<i>Fulton,</i>	<i>Ipava</i>
Johnson, John Thomas	<i>Perry,</i>	<i>DuQuoin</i>
Johnson, Riley Oren	<i>Coles,</i>	<i>Hindsboro</i>
McKinney, John Robert	<i>Christian,</i>	<i>Assumption</i>

NAMES.	COUNTY.	POSTOFFICE
Marquis, Chester DuBois	*McLean,	Bloomington
Martin, William Woodrow	Tazewell,	Green Valley
Mize, Addison Roy	Madison,	Manix
Moulton, George, Dykeman	Kendall,	Pavilion
Newman, Orris Hayden	Henry,	Nekoma
Pattingill, Ira	Shelby,	Oconee
Patch, Fred Granville	Warren,	Roseville
Percy, Ernest Howard	*McLean,	Bloomington
Pike, Walter Franklin	Madison,	St. Jacobs
Pricer, John Lossen	Vermilion,	Potomac
Rodgers, Bert Clarence	*McLean,	Bloomington
Sanders, William Solon	Gallatin,	Cottonwood
Stewart, Frank	Crawford,	Oblong
Thayer, Eugene Aretas	Ford,	Sibley
Warner, Perry Woodson	Marion,	Salem
Welles, Winthrop Selden	Champaign,	Penfield
Wells, Robert John	Perry,	Pinckneyville
Whitten, John Hamilton	Stark,	Castleton

Students who have Completed One Year's Work or More, but not Two Years.

Andrews, Elizabeth	Vermilion,	State Line, Ind.
Aronson, Hilma Augusta	Mercer,	Aledo
Babbitt, Ellen C.	Cook,	Chicago
Babcock, Jennie	Fulton,	Ipava
Babbs, Mary Irene	Coles,	Fair Grange
Baker, Lou	*McLean,	Downs
Barber, Mary Fisher	Stephenson,	Freeport
Barnard, Ada Arvesta	McLean,	Normal
Barnard, Ida C.	McLean,	Normal
Bartlett, Lula Mae	De Kalb,	Rollo
Beggs, Dorothea Katherine	(Colorado,)	Denver
Benbrook, Mrs. Ida Triplett,	Pike,	Pittsfield
Berry, Willis Elma	Pike,	Pleasant Hill
Birkenbeuel, Carrie	LaSalle,	Peru
Blair, Emily	Tazewell,	Delavan
Blair, M. Nettie	Tazewell,	Mackinaw
Bowling, Margaret May	Gallatin,	Equality
Brandes, Bertha	Whiteside,	Lyndon
Bright, Bernice Alena	*McLean,	Normal

NAMES.	COUNTY.	POSTOFFICE
Broadhead, Annie Maple	<i>Tazewell,</i>	<i>Mackinaw</i>
Bruce, Alice May	<i>Logan,</i>	<i>Beason</i>
Campbell, Eva Lorena	<i>Fulton,</i>	<i>Lewistown</i>
Campbell, Martha	<i>Fulton,</i>	<i>Lewistown</i>
Carroll, Marie Louise	<i>McLean,</i>	<i>Normal</i>
Caughey, Adeline Olive	<i>Rock Island,</i>	<i>Coal Valley</i>
Chicken, Sada Rosanna	<i>Woodford,</i>	<i>Secor</i>
Clancy, Nellie Gertrude	<i>McLean,</i>	<i>Bloomington</i>
Colby, Lydia	<i>Henry,</i>	<i>Atkinson</i>
Cole, Stella Antoinette	<i>Lake,</i>	<i>Waukegan</i>
Collen, Laura May	<i>McHenry,</i>	<i>Crystal Lake</i>
Corbett, Jennie Elizabeth	<i>Macon,</i>	<i>Niantic</i>
Cowles, Bertha Ruth	* <i>McLean,</i>	<i>Bloomington</i>
Cowles, Bessie Abiah	<i>Kankakee,</i>	<i>Kankakee</i>
Croskey, Anna Alice	<i>De Witt,</i>	<i>Farmer City</i>
Crouch, Katherine	<i>Henderson,</i>	<i>Rosetta</i>
Crouch, Rachel Pierson	<i>Henderson,</i>	<i>Rosetta</i>
Crowder, Louise	<i>McLean,</i>	<i>Normal</i>
Crowder, Mary Lizzie	<i>Macon,</i>	<i>Illiopolis</i>
Daehler, Elizabeth	<i>Carroll,</i>	<i>Chadwick</i>
Dale, Christina Lorena	<i>Champaign,</i>	<i>Mahomet</i>
Dale, Elizabeth	* <i>Vermilion,</i>	<i>Danville</i>
Daniel, Ozello Harriet	<i>St. Clair,</i>	<i>Belleville</i>
Darby, Gertrude	<i>Sangamon,</i>	<i>Springfield</i>
Darling, Etta Marie	<i>McHenry,</i>	<i>Union</i>
Davis, Mary	<i>Macon,</i>	<i>Decatur</i>
Debo, Mary Helen	<i>LaSalle,</i>	<i>Peru</i>
de Wolfe, Nellie Blanche	<i>De Kalb,</i>	<i>Sandwich</i>
Dillon, Mertie May	* <i>McLean,</i>	<i>Normal</i>
Dooley, Gertrude	<i>Will,</i>	<i>Joliet</i>
Eddy, Meda M.	<i>Bureau,</i>	<i>Wyanet</i>
Edmunds, Elma Ruth	* <i>Grundy,</i>	<i>Gardner</i>
Fairfield, Grace	* <i>McLean,</i>	<i>Normal</i>
Farmer, Rhoda Saletha	<i>Marion,</i>	<i>Patoka</i>
Faulk, Harriet Belle	<i>McLean,</i>	<i>Normal</i>
Feehery, Alice	<i>Livingston,</i>	<i>Campus</i>
Feehery, Josephine	<i>Livingston,</i>	<i>Campus</i>
Fell, Edith Eva	<i>Lee,</i>	<i>Steward</i>
Felton, Jessie	* <i>McLean,</i>	<i>Bloomington</i>
Fennessy, Effie Dorothea	<i>Fulton,</i>	<i>Aron</i>
Fincham, Nellie	<i>McLean,</i>	<i>Towanda</i>
Flaherty, Grace	<i>McLean,</i>	<i>Bloomington</i>
Fleischer, Ida Lena	* <i>McLean,</i>	<i>Normal</i>

NAMES.	COUNTY.	POSTOFFICE
Flinn, Sarah Louvilla	<i>Christian,</i>	<i>Pana</i>
Foley, Minerva Vian	<i>LaSalle,</i>	<i>LaSalle</i>
Foster, Bernice Louise	* <i>McLean,</i>	<i>Normal</i>
Foster, Kathleen Lorena	<i>McLean,</i>	<i>Normal</i>
Fowler, Lillie Eugenie	<i>Iroquois,</i>	<i>Ashkun</i>
Frank, Pearl	<i>McLean,</i>	<i>Gridley</i>
Fuhrman, Effie	<i>Hamilton,</i>	<i>McLeansboro</i>
Gatons, Alice Elizabeth	<i>Will,</i>	<i>Joliet</i>
Gerber, Minnie V.	* <i>McLean,</i>	<i>Stanford</i>
Goodwin, Alice	<i>Pike,</i>	<i>Pleasant Hill</i>
Gregory, Catherine Ellen	<i>Peoria,</i>	<i>Trivoli</i>
Griffin, Grace Loretta	<i>McLean,</i>	<i>Bloomington</i>
Griffith, Minnie	(<i>Montana,</i>)	<i>Helena</i>
Grisso, Iva	<i>Shelby,</i>	<i>Tower Hill</i>
Guthrie, Luella	<i>Montgomery,</i>	<i>Raymond</i>
Hamel, Adeline Cecelia	<i>LaSalle,</i>	<i>LaSalle</i>
Hamilton, Ina Estelle	<i>McLean,</i>	<i>Bloomington</i>
Harper, Flora Gertrude	<i>Woodford,</i>	<i>Minonk</i>
Henaughan, Mary Ellen	<i>Richland,</i>	<i>Olney</i>
Henderson, Edith Ursula	<i>Henderson</i>	<i>Biggsrille</i>
Hess, Maggie Pearl	<i>Pike,</i>	<i>Pearl</i>
Higgins, Dorothy Mary	<i>Iroquois,</i>	<i>Loda</i>
Hitchcock, Elizabeth	* <i>McLean,</i>	<i>Normal</i>
Hitchcock, Mary Ella	* <i>McLean,</i>	<i>Normal</i>
Holderman, Martha Harriet	<i>Grundy,</i>	<i>Morris</i>
Howell, Minnie	<i>Schuyler,</i>	<i>Rushville</i>
Hoyt, Nellie Mary	<i>Piatt,</i>	<i>La Place</i>
Humphrey, Anabel	* <i>McLean,</i>	<i>Towanda</i>
Hunt, Fannie Fern Emily	<i>Jo Daviess,</i>	<i>Hanover</i>
Hurlbut, Nina May	<i>Winnebago,</i>	<i>Durand</i>
Imboden, Sarah Mark	<i>Macon,</i>	<i>Decatur</i>
Johnston, Bertha Helen	<i>Macon,</i>	<i>Latham</i>
Johnston, Gertrude Maude	(<i>Arkansas,</i>)	<i>Fort Smith</i>
Judson, Ora May	<i>McHenry,</i>	<i>Crystal Lake</i>
Keller, Hannah	<i>Woodford,</i>	<i>Panola</i>
King, Anna	<i>Richland,</i>	<i>Olney</i>
Kirkpatrick, Gertrude Anne	* <i>McLean,</i>	<i>Normal</i>
Knott, Elizabeth Ann	* <i>McLean,</i>	<i>Normal</i>
Krafft, Ella Elsie	<i>St. Clair,</i>	<i>Bellville</i>
Krausse, Minnie	<i>LaSalle,</i>	<i>Troy Grove</i>
Kreis, Ida	* <i>McLean,</i>	<i>Bloomington</i>
Lantz, Anna Maud	* <i>McLean,</i>	<i>Bloomington</i>
Leaton, Grace	* <i>McLean,</i>	<i>Bloomington</i>

NAMES.	COUNTY.	POSTOFFICE
Lee, Minnie Frances	<i>Iroquois,</i>	<i>La Hogue</i>
Leigh, Helen	<i>Marshall,</i>	<i>La Prairie Center</i>
Lentz, Mary	<i>Stephenson,</i>	<i>Freeport</i>
Love, Mary Jean	<i>Ogle,</i>	<i>Elida</i>
Lyons, Nora May	<i>Douglas,</i>	<i>Newman</i>
McCord, Grace Amanda	<i>Putnam,</i>	<i>Granville</i>
McCormick, Evelyn Agnes	<i>De Kalb,</i>	<i>Shabbona</i>
McCrea, Edith Burlingame	<i>Ogle,</i>	<i>Creston</i>
McCrea, Ida Harkness	<i>Ogle,</i>	<i>Creston</i>
McKee, Maggie	<i>Christian,</i>	<i>Assumption</i>
McWherter, Mary Edith	<i>Bond,</i>	<i>Sorrento</i>
Manchester, Annie Luella	<i>Sangamon,</i>	<i>Pleasant Plains</i>
Markel, Lona Gertrude	<i>De Kalb,</i>	<i>Genoa</i>
Maxon, Mildred Ione	<i>Christian,</i>	<i>Rosamond</i>
Mercer, Leslie Annetta	<i>Marion,</i>	<i>Kinmundy</i>
Merriam, Nellie Emily	<i>Logan,</i>	<i>Atlanta</i>
Miller, Laura May	<i>Cumberland,</i>	<i>Toledo</i>
Mills, Bertha Evelyn	<i>Putnam,</i>	<i>Clear Creek</i>
Mills, May	<i>Piatt,</i>	<i>Lintner</i>
Mitchell, Martha	<i>Will,</i>	<i>Gooding's Grove</i>
Moore, Mary E.	<i>Macon,</i>	<i>Decatur</i>
Moore, Mary Olive	<i>Pike,</i>	<i>Pleasant Hill</i>
Nimmo, Lizzie Maud	<i>Livingston,</i>	<i>Fairbury</i>
Nollen, Nell Alma	<i>Logan,</i>	<i>Atlanta</i>
O'Doud, Annie Teresa	<i>Lake,</i>	<i>Wadsworth</i>
Ogle, Faye Lela	<i>Mercer,</i>	<i>Keithsburg</i>
Olson, Alma	<i>Piatt,</i>	<i>Weldon</i>
Olson, Lucy Christene	<i>LaSalle,</i>	<i>Peru</i>
Parker, Leona Sara	<i>St. Clair,</i>	<i>O'Fallon</i>
Parkinson, Mae E.	<i>Marshall,</i>	<i>Wenona</i>
Patton, Sadie	<i>McLean,</i>	<i>Lytleville</i>
Pearson, Ida May	<i>Livingston,</i>	<i>Cayuga</i>
Peck, Olive Estelle	<i>Whiteside,</i>	<i>Sterling</i>
Peeler, Lizzie E.	<i>*McLean,</i>	<i>Normal</i>
Perry, Maude Edna	<i>Livingston,</i>	<i>Cornell</i>
Poisot, Nettie Prudence	<i>Fulton,</i>	<i>Avon</i>
Porter, Eva Amanda	<i>LaSalle,</i>	<i>Streator</i>
Pricer, Nannie	<i>Vermilion,</i>	<i>Potomac</i>
Putney, Lucy Boomer	<i>LaSalle,</i>	<i>Seneca</i>
Railsback, Mrs. Lillie May	<i>McLean,</i>	<i>Normal</i>
Rogers, Lydia Virginia	<i>(Indiana,)</i>	<i>Logansport</i>
Rose Berneice Evangeline	<i>Whiteside,</i>	<i>Prophetstown</i>
Ross, Silva	<i>Macon,</i>	<i>Argenta</i>

NAMES.	COUNTY.	POSTOFFICE
Ryrie, Rachel Alice	Madison,	Alton
Scanlan, Lena Gertrude	*McLean,	Bloomington
Scanlan, Mary Helen	LaSalle,	Peru
Schofield, Marietta	McLean,	Normal
Scott, Sarah Rachel	Ogle,	Elida
Shannon, Nellie Myrtle	Whiteside,	Sterling
Shepard, Anna Laura	Carroll,	Savanna
Sitherwood, Grace	*McLean,	Bloomington
Skillin, Florence Bessie	Cook,	Oak Park
Smith, Cora Dean	Moultrie,	Lake City
Smith, Katherine	Vermilion,	Danville
Smith, Leilah Augusta	Macon,	Maroa
Smith, Margaret Elizabeth	Tazewell,	Morton
Smull, Lizzie Eleanor	Macon,	Macon
Stapleton, Flora Alberta	Christian,	Assumption
Sterett, Ida Eulalia	Warren,	Monmouth
Stubblefield, Edith Eliza	*McLean,	Normal
Swanson, Emma Carolina	De Kalb,	Shabbona
Thompson, Katie Alice	Jo Daviess,	Apple River
Thompson, Mary Elizabeth	Sangamon,	Springfield
Tiley, Pearl May	St. Clair,	Belleville
Tomlinson, Lottie Dorcas	McLean,	Chenoa
Trainer, Amanda Bernice	Macon,	Decatur
Trimble, Clara Eugenia	Tazewell,	Tremont
Trimmer, Lura Myrtle	Whiteside,	Tampico
Turnbull, Hattie Agnes	Bureau,	Princeton
Veach, Luella	Hancock,	Bentley
Waddill, Mary Cline	Coles,	Mattoon
Waldron, Mabel	Tazewell,	Delavan
Ward, Isabelle	Will,	Wilmington
Warrick, Emma Sabina	LaSalle,	LaSalle
Wasson, Esther Cornelia	Peoria,	Elmwood
Watson, Alice Perle	Pike,	Griggsville
Wetzel, Clara Artamacca	Christian,	Stonington
Whigam, Jean Gertrude	Lake,	Aptakisic
Wilmer, Anna Elizabeth	Shelby,	Oconee
Wilson, Alma Elizabeth	Rock Island,	Rural
Wilson, Estella May	Woodford,	Secor
Worley, Arabella	Marshall,	Henry
Worley, Blanche	Woodford,	El Paso
Wright, Edna May	Iroquois,	Watscka
Wright, Ida May	Marshall,	Wenona
Wrigley, Nelle Edith	Stark.	Wyoming

NAMES.	COUNTY.	POSTOFFICE
Yocom, Helen Margaret	<i>Sangamon,</i>	<i>Barclay</i>
Zahn, Julia E.	<i>Lake,</i>	<i>Deerfield</i>
Zentmire, Clara	<i>(Kansas),</i>	<i>Cherokee</i>
Ackert, Earl Wilder	<i>Lee,</i>	<i>Harmon</i>
Allen, Walter Harry	* <i>McLean,</i>	<i>Bloomington</i>
Altmiller, Edward Samuel	<i>Pike,</i>	<i>Pittsfield</i>
Askins, Abram Walter	<i>Shelby,</i>	<i>Lakewood</i>
Baker, George Lee	<i>Pope,</i>	<i>Golconda</i>
Bogges, Arthur	<i>Vermilion,</i>	<i>Cutlin</i>
Borsch, Charles Joseph	<i>Vermilion,</i>	<i>Rankin</i>
Bowman, Charles Thomas	<i>Shelby,</i>	<i>Lakewood</i>
Brown, Benjamin Fletcher	* <i>McLean,</i>	<i>Normal</i>
Bruce, Benjamin	<i>Logan,</i>	<i>Beason</i>
Burt, Clarence Edward	<i>Marshall,</i>	<i>Henry</i>
Cavitt, Frank Otis	<i>Iroquois,</i>	<i>Watseka</i>
Chapman, Edward Phineas	<i>Shelby,</i>	<i>Shelbyville</i>
Clark, Samuel C.	<i>(Iowa,)</i>	<i>Bedford</i>
Cowan, Henry John	* <i>McLean.</i>	<i>Bloomington</i>
Cowles, Robert Andrew	* <i>McLean,</i>	<i>Bloomington</i>
Cox, Merton Dart	<i>Fayette,</i>	<i>Vandalia</i>
Craig, Joseph Lingle	<i>Macon,</i>	<i>Maroa</i>
Craigmile, Alexander Homer	<i>Champaign,</i>	<i>Gifford</i>
Dawson, Russel	<i>Woodford,</i>	<i>El Paso</i>
Dennis, Herbert Railsback	<i>Tazewell,</i>	<i>Minier</i>
DeVilliers, Henry Livingston	<i>(Missouri,)</i>	<i>Moundville</i>
Dickerson, Oliver Morton	<i>Jasper,</i>	<i>West Liberty</i>
Dunlevy, Daniel Wilson	<i>Woodford,</i>	<i>El Paso</i>
Eastwood, Byron Evans	<i>Lee,</i>	<i>Franklin Grove</i>
Elliott, Charles Herbert	<i>St. Clair,</i>	<i>Belleville</i>
Eskew, Ira	<i>McHenry,</i>	<i>Woodstock</i>
Evelsizer, Charles Henry	<i>Tazewell,</i>	<i>Deer Creek</i>
Fairchild, James Albert Leroy	<i>Edgar,</i>	<i>Warrentown</i>
Flentje, Lewis Edwin	<i>Macoupin,</i>	<i>Palmyra</i>
Frink, Harry Richard	* <i>McLean,</i>	<i>Normal</i>
Grosscup, Lawrence Wilson	<i>Marshall,</i>	<i>Wenona</i>
Gunnell, Orville James	* <i>McLean,</i>	<i>Normal</i>
Gushee, Thomas Maxey,	<i>Mercer,</i>	<i>Keithsburg</i>
Hess, Ardie Durward	<i>Pike,</i>	<i>Pearl</i>
Himes, Robert Pollock	* <i>McLean,</i>	<i>Normal</i>
Jamison, Edwin Campbell	<i>Warren,</i>	<i>Ellison,</i>
Johnston, Milford L.	* <i>McLean,</i>	<i>Bloomington</i>
Kern, John Winfred	<i>Moultrie,</i>	<i>Gays</i>

NAMES.	COUNTY.	POSTOFFICE
King, Charles Roy	<i>Macon,</i>	<i>Elwin</i>
Kofoid, Reuben Nelson	* <i>McLean,</i>	<i>Normal</i>
Liggitt, Flemming	<i>Livingston,</i>	<i>Nevada</i>
Long, Fleming Thomas	<i>Henry,</i>	<i>Lynn Center</i>
McCormick, Henry Goodrich	<i>McLean,</i>	<i>Normal</i>
McDonald, Dalton	<i>Vermilion,</i>	<i>Potomac</i>
McMurry, Karl Franklin	<i>McLean,</i>	<i>Normal</i>
Madden, George Bowman	* <i>McLean,</i>	<i>Normal</i>
Martin, Harry Lee	<i>Marion,</i>	<i>Vernon</i>
Maxey, Frank Lee	<i>McLean,</i>	<i>Saybrook</i>
Melvin, Henry Hiram	<i>Piatt,</i>	<i>Cisco</i>
Miller, Harry Eugene	<i>Warren,</i>	<i>Monmouth</i>
Miner, Thomas Daniel	<i>Shelby,</i>	<i>Quigley</i>
Morgan, John William	<i>Sangamon,</i>	<i>Dawson</i>
Morgan, Ora Sherman	<i>Kane,</i>	<i>Hampshire</i>
Morrell, John Finley	<i>Pike,</i>	<i>Perry</i>
Newell, Jesse Whittier	<i>Montgomery,</i>	<i>Farmersville</i>
Parker, Benjamin Franklin	<i>St. Clair,</i>	<i>O'Fallon</i>
Peasley, William K.	* <i>McLean,</i>	<i>Bloomington</i>
Perry, Wilson James	<i>Ford,</i>	<i>Melvin</i>
Price, Hollis Hubert	<i>Shelby,</i>	<i>Shelbyville</i>
Puffer, Wilfred Edward	<i>Livingston,</i>	<i>Odell</i>
Ryder, Nelson Landon	<i>Madison,</i>	<i>Marine</i>
Shelby, Alvin Henry	<i>De Witt,</i>	<i>Wapella</i>
Stevenson, Ralph Ewing	* <i>McLean,</i>	<i>Bloomington</i>
Stewart, John Pogue	<i>Henderson,</i>	<i>Biggsville</i>
Stewart, William C.	* <i>McLean,</i>	<i>Bloomington</i>
Stoutenburg, Lewis Eugene	* <i>McLean,</i>	<i>Normal</i>
Titterington, Clarence N.	<i>Rock Island,</i>	<i>Edgington</i>
Urban, Harvey Benjamin	<i>McLean,</i>	<i>Gibson City</i>
Waits, Harmon Bert	<i>Perry,</i>	<i>Tamaroa</i>
Wells, David Hopkins	<i>Macon,</i>	<i>Elwin</i>
Williams, Jeremiah Fernando	<i>Fayette,</i>	<i>Loogootee</i>
Wilson, John Thomas	<i>Piatt,</i>	<i>De Land</i>
Wolfe, Albert Benedict	<i>Bureau,</i>	<i>Arlington</i>
Worrell, Joseph Carl	<i>Hancock,</i>	<i>Chili</i>
Young, Noah A.	<i>Vermilion,</i>	<i>Bismark</i>

Students who have Completed Less than One Year's Work.

Aaron, Edna Virginia	<i>Adams,</i>	<i>Big Neck</i>
Abbott, Lillian Wealthy	<i>Bureau,</i>	<i>La Moille</i>
Adams, Harriet Elizabeth	<i>Hancock,</i>	<i>Bowen</i>

NAMES.	COUNTY.	POSTOFFICE
Allen, Harriet Frances	<i>LaSalle,</i>	<i>Marseilles</i>
Anderson, Grace Rae	<i>Vermilion,</i>	<i>Armstrong</i>
Andrew, Metta	<i>Piatt,</i>	<i>Monticello</i>
Augustine, Ora May	<i>McLean,</i>	<i>Normal</i>
Baird, Mildred Eliza	* <i>McLean,</i>	<i>Bloomington</i>
Barger, Helen Merenda	* <i>McLean,</i>	<i>Normal</i>
Bartlett, Mary Adell	<i>DeKalb,</i>	<i>Rollo</i>
Bear, Etta Myrtle	<i>Macon,</i>	<i>Bearsdale</i>
Beckwith, Mrs. Ida Sarah	<i>Peoria,</i>	<i>Peoria</i>
Bedinger, Letitia	* <i>McLean,</i>	<i>Normal</i>
Bedinger, Nellie	* <i>McLean,</i>	<i>Normal</i>
Beedle, Susie Evelyn	<i>Kane,</i>	<i>Aurora</i>
Black, Luella	<i>Tazewell,</i>	<i>Green Valley</i>
Blanchard, Leona	<i>Pope,</i>	<i>Hartsville</i>
Bricker, Pearl Eddeth	<i>McLean,</i>	<i>Bloomington</i>
Browning, Effie	<i>Peoria,</i>	<i>Peoria</i>
Buchanan, Bessie Belle	<i>Peoria,</i>	<i>Peoria</i>
Bullock, Edna Virginia	† <i>Woodford,</i>	<i>Eureka</i>
Burlingame, Ida May	<i>Tazewell,</i>	<i>Delaran</i>
Burton, Emma	<i>Vermilion,</i>	<i>Pilot</i>
Buxton, Edith Jane	<i>Mason,</i>	<i>San Jose</i>
Cain, Ella Belle	<i>De Witt,</i>	<i>De Witt</i>
Cain, Harriet Maud	<i>De Witt,</i>	<i>De Witt</i>
Cairns, Lillias	<i>Marion,</i>	<i>Centralia</i>
Calhoun, Erma	* <i>(Ohio,)</i>	<i>Warsaw</i>
Campbell, Ida McElroy	<i>Warren,</i>	<i>Monmouth</i>
Cannady, Arah Alice	<i>St. Clair,</i>	<i>East St. Louis</i>
Cass, Mattie	* <i>McLean,</i>	<i>Bloomington</i>
Clark, Coral May	<i>Mercer,</i>	<i>Creamery</i>
Clodfelter, Elsie Mae	* <i>McLean,</i>	<i>Shirley</i>
Conger, Hattie Edna	<i>Ford,</i>	<i>Gibson City</i>
Conley, Kate	<i>Mercer,</i>	<i>Aledo</i>
Conover, Mrs. Clara	<i>Crawford,</i>	<i>Landes</i>
Constant, Adella Juanita	* <i>McLean,</i>	<i>Bloomington</i>
Cook, Abbie Janette	<i>Rock Island,</i>	<i>Rural</i>
Cook, Lorena	<i>Fulton,</i>	<i>Fairview</i>
Cronin, Anna	<i>Christian,</i>	<i>Assumption</i>
Cutler, Emily Mae	<i>Rock Island,</i>	<i>Edgington</i>
Davidson, Anna Mary	<i>LaSalle,</i>	<i>Seneca</i>
Deeds, Lulu May	<i>Jo Daviess,</i>	<i>Pleasant Valley</i>
Dennis, Maud Susan	<i>Tazewell,</i>	<i>Minier</i>

†Died December 30, 1895.

NAMES.	COUNTY.	POSTOFFICE
Dennis, Myrtle	<i>Tazewell,</i>	<i>Minier</i>
Dewey, Kate Louise	<i>Stark,</i>	<i>Toulon</i>
Downs, Lavina	<i>*McLean,</i>	<i>Downs</i>
Drew, Effa May	<i>Shelby,</i>	<i>Moawequa</i>
Dunlap, Bettie	<i>*McLean,</i>	<i>Hudson</i>
Dysert, Estella	<i>Vermilion,</i>	<i>Pilot</i>
Easton, Alberta Davis	<i>Piatt,</i>	<i>Atrood</i>
Enslow, Claudia	<i>Macoupin,</i>	<i>Girard</i>
Ervin, Laura Edna	<i>Mercer,</i>	<i>Biggsville</i>
Eversol, Mary Eliza	<i>Clark,</i>	<i>Weaver</i>
Ewbank, Eva Leora	<i>De Witt,</i>	<i>Farmer City</i>
Fear, Ivah Gertrude	<i>Christian,</i>	<i>Assumption</i>
Feeney, Elizabeth	<i>Champaign,</i>	<i>Ivesdale</i>
Finney, May Belle	<i>Peoria,</i>	<i>Peoria</i>
Fleming, Lala Belle	<i>Iroquois,</i>	<i>Watscka</i>
Fleming, Lula Belle	<i>Iroquois,</i>	<i>Watscka</i>
Ford, Jennie	<i>De Witt,</i>	<i>Maroa</i>
Fruin, Elizabeth Antoinette	<i>*McLean,</i>	<i>Bloomington</i>
Fry, Dollie Virdie	<i>Shelby,</i>	<i>Prairie Home</i>
Gardner, Edith	<i>Logan,</i>	<i>Beason</i>
Gardner, Hattie M.	<i>*McLean,</i>	<i>Normal</i>
Gibson, Anna Lucile	<i>Randolph,</i>	<i>Sparta</i>
Gmehlin, Amelia Helen	<i>*McLean,</i>	<i>Bloomington</i>
Goodwin, Mary Elizabeth	<i>Macoupin,</i>	<i>Bunker Hill</i>
Gray, Penelope	<i>Christian,</i>	<i>Taylorville</i>
Gray, Sarah	<i>Christian,</i>	<i>Blue Mound</i>
Greer, Sarah	<i>Cook,</i>	<i>Evanston</i>
Gregory, Lydia Mary	<i>Peoria,</i>	<i>Trivoli</i>
Gvillo, May	<i>Madison,</i>	<i>Fosterburg</i>
Hagaman, Honore	<i>Ford,</i>	<i>Elliot</i>
Hall, Iva	<i>Shelby,</i>	<i>Cowden</i>
Hallock, Minnie Julina	<i>Stark,</i>	<i>Osceola</i>
Harpole, Emma	<i>White,</i>	<i>Carmi</i>
Hawkes, Mrs. Adeline Gertrude	<i>Henry,</i>	<i>Kewanee</i>
Haynie, May	<i>Marion,</i>	<i>Salem</i>
Heisey, Kansas Mae	<i>Marion,</i>	<i>Iuka</i>
Henaughan, Nora	<i>Richland,</i>	<i>Olney</i>
Henderson, Sallie Belle	<i>Shelby,</i>	<i>Assumption</i>
Hendrick, Amy Leona	<i>Carroll,</i>	<i>Milledgerille</i>
Hendricks, Sybil Mary	<i>McHenry,</i>	<i>Spring Grove</i>
Henninger, Georgia Baird	<i>Fayette,</i>	<i>Hagerstown</i>
Hess, Ada Belle	<i>Pike,</i>	<i>Milton</i>
Hess, Blanche Ruth	<i>Pike,</i>	<i>Milton</i>

NAMES.	COUNTY.	POSTOFFICE
Hester, June	<i>McLean,</i>	<i>Saybrook</i>
Higgins, Corinne Janette	<i>Iroquois,</i>	<i>Loda</i>
Higgs, Meta deL.	<i>Peoria,</i>	<i>Cramers</i>
Hill, Helen	<i>Stephenson,</i>	<i>Freeport</i>
Hobart, Maud Finley	* <i>Iroquois,</i>	<i>Gilman</i>
Holmes, Augusta Florence	<i>Crawford,</i>	<i>Eaton</i>
Holmes, Easter May	<i>Wayne,</i>	<i>Mt. Erie</i>
Homan, Lucy Fanchion	<i>Peoria,</i>	<i>Cramers</i>
Houchin, Laura Taylor	<i>McLean,</i>	<i>Normal</i>
Hummel, Ida Rose	<i>Ford,</i>	<i>Roberts</i>
Hummel, Sarah Matilda	<i>Ford,</i>	<i>Roberts</i>
Hunt, Elizabeth La Veille	<i>Peoria,</i>	<i>Peoria</i>
Hurst, Mary Agnes	<i>Knox,</i>	<i>Galesburg</i>
Hutchins, Minnie May	<i>Edwards,</i>	<i>Albion</i>
Hyde, Mary Isabelle	<i>Marshall,</i>	<i>Wenona</i>
Ingels, Lou Carrie	<i>Cook,</i>	<i>Chicago</i>
Jack, Edith Eliene	<i>Fulton,</i>	<i>Farmington</i>
Jackson, Ellen	<i>Hancock,</i>	<i>Hamilton</i>
Jackson, Maggie	<i>Douglas,</i>	<i>Camargo</i>
Jacobs, Minnie	<i>Mason,</i>	<i>San Jose</i>
Jeffris, Margaret E.	<i>Moultrie,</i>	<i>Sullivan</i>
Joerg, Rose Elizabeth	<i>St. Clair,</i>	<i>Belleville</i>
Johnson, Amanda	<i>Bureau,</i>	<i>Buda</i>
Johnson, Gertrude Ellen	<i>Christian,</i>	<i>Assumption</i>
Johnson, May Ruth	<i>Monroe,</i>	<i>Columbia</i>
Jones, Edith May	<i>McHenry,</i>	<i>Crystal Lake</i>
Jordan, Olive Evalina	<i>Champaign,</i>	<i>Ludlow</i>
Judy, Laura May	<i>Vermilion,</i>	<i>Blue Grass</i>
Kell, Charlotte	<i>Marion,</i>	<i>Salem</i>
Kent, Bessie Grace	* <i>McLean,</i>	<i>Gridley</i>
Kerr, Fanny	<i>Vermilion,</i>	<i>Rossville</i>
Ketzle, Mary Augusta	<i>Mercer,</i>	<i>Reynolds</i>
Kingsbury, Mabel	<i>Randolph,</i>	<i>Chester</i>
Kintz, Daisy Maude	* <i>McLean,</i>	<i>Bloomington</i>
Kirk, Sarah Frances	<i>Montgomery,</i>	<i>Farmersville</i>
Koehler, Emma Oillie	* <i>McLean,</i>	<i>Normal</i>
Kuck, Esther Katherine	<i>Logan,</i>	<i>Latham</i>
Kugelmann, Elsie	<i>St. Clair,</i>	<i>Mascoutah</i>
Lane, Gilberttena	<i>Ogle,</i>	<i>Rochelle</i>
Lantz, Ida Rebecca	<i>Woodford,</i>	<i>Congerville</i>
Laubenheim, Livonia Lena	<i>Jefferson,</i>	<i>Belle River</i>
Laughlin, Sara Abbie	<i>(Iowa,)</i>	<i>College Springs</i>
Lebeque, Ernestine May	<i>Madison,</i>	<i>Highland</i>

NAMES.	COUNTY.	POSTOFFICE
Lindsey, Carrie Ellen	<i>Tazewell,</i>	<i>Lilly</i>
Lindsey, Lucy Lenora	<i>Tazewell,</i>	<i>Lilly</i>
Lloyd, Cora	<i>Champaign,</i>	<i>Urbana</i>
Lowe, Annie Pet	<i>Macon,</i>	<i>Maroa</i>
Lyons, Alice	<i>Bureau,</i>	<i>Arlington</i>
McClellan, Alice May	* <i>McLean,</i>	<i>Bloomington</i>
McCord, Mary Louise	<i>Fayette,</i>	<i>Vandalia</i>
McGregor, Elizabeth	<i>Ogle,</i>	<i>Byron</i>
McKinney, Bernice	<i>Christian,</i>	<i>Assumption</i>
McKinney, Margaret Mildred	<i>Christian,</i>	<i>Assumption</i>
McKnight, Ida Lucinda	<i>Warren,</i>	<i>Monmouth</i>
McRae, Alice Mae	<i>Carroll,</i>	<i>Savanna</i>
McTaggart, Rose	<i>Coles,</i>	<i>Arcola</i>
McTaggart, Teresa	<i>Coles,</i>	<i>Arcola</i>
McTier, Asenith June	<i>Knox,</i>	<i>Maquon</i>
Mallon, Marry	<i>Douglas,</i>	<i>Tuscola</i>
Mann, Martha Elnora	<i>Edgar,</i>	<i>Paris</i>
March, Mary Louise	<i>Shelby,</i>	<i>Oconee</i>
Martin, Pearl Buckman	<i>Cook,</i>	<i>Harvey</i>
Matt, Adah Gertrude	<i>Cook,</i>	<i>Evanston</i>
Maue, Amelia Sarah	<i>Will,</i>	<i>Mokena</i>
Maurer, Pauline Marie	<i>Sangamon,</i>	<i>Cross Plains</i>
Mayo, Gertrude	<i>Edgar,</i>	<i>Isabel</i>
Mead, Nellie Cora	<i>Hancock,</i>	<i>Augusta</i>
Mell, Jenny Alice	<i>Mason,</i>	<i>San Jose</i>
Mercer, Daisy	<i>Marion,</i>	<i>Kinmundy</i>
Merker, Susie	<i>Macon,</i>	<i>Emery</i>
Mills, Edna Gertrude	<i>Putnam,</i>	<i>Clear Creek</i>
Mills, Flora Lavinia	<i>Putnam,</i>	<i>Clear Creek</i>
Minard, Maude Marie	<i>Livingston,</i>	<i>Long Point</i>
Moore, Lizzie Elva	<i>St. Clair,</i>	<i>O'Fallon</i>
Morgan, Hattie Robertha	<i>Shelby,</i>	<i>Oconee</i>
Morrison, Lucy Arnette	<i>Warren,</i>	<i>Raritan</i>
Murray, Florence Emily	<i>Will,</i>	<i>Plainfield</i>
Naffziger, Emma Henrietta	<i>Lawrence,</i>	<i>Sumner</i>
Neu, Elizabeth Augusta	<i>Christian,</i>	<i>Pana</i>
Newell, Agnes,	<i>Montgomery,</i>	<i>Farmersville</i>
Newlove, Alice Victoria	<i>De Witt,</i>	<i>Clinton</i>
Nicholson, Margaret Jane	<i>Winnebago,</i>	<i>Winnebago</i>
Olson, Anna	<i>Piatt,</i>	<i>Weldon</i>
Patterson, Maud Elma	* <i>Pike,</i>	<i>Pearl</i>
Peckham, Myra	<i>Kendall,</i>	<i>Bristol</i>

NAMES.	COUNTY.	POSTOFFICE
Peters, Delia May	<i>Champaign,</i>	<i>Bondville</i>
Porter, Eliza Wolfe	<i>*McLean,</i>	<i>Bloomington</i>
Porter, Nellie	<i>*McLean,</i>	<i>Bloomington</i>
Price, Clara Mabel	<i>*McLean,</i>	<i>Bloomington</i>
Prior, Murray	<i>De Witt,</i>	<i>Clinton</i>
Pryce, Fanny	<i>Rock Island,</i>	<i>Coal Valley</i>
Pryce, Ida	<i>Rock Island,</i>	<i>Coal Valley</i>
Rambo, Jessie Eulalia	<i>Knox,</i>	<i>Maquon</i>
Reding, Maude	<i>Menard,</i>	<i>Tallula</i>
Rehorst, Nellie Lana	<i>McHenry,</i>	<i>Richmond</i>
Regenold, Mabel Zoe	<i>Putnam,</i>	<i>Florid</i>
Renshaw, Jennie	<i>Fulton,</i>	<i>Table Grove</i>
Reynolds, Anna Bertilla	<i>Ogle,</i>	<i>Rockelle</i>
Reynolds, Ethel Faye	<i>Logan,</i>	<i>Atlanta</i>
Rice, Lena Henrietta	<i>*McLean,</i>	<i>Bloomington</i>
Richhart, Nellie Elizabeth	<i>Shelby,</i>	<i>Moavequa</i>
Rieger, Rose Minnie	<i>Cook,</i>	<i>Chicago</i>
Ropp, Theresa	<i>Cook,</i>	<i>Irving Park</i>
Saline, Effie Cecilia	<i>LaSalle,</i>	<i>Mendota</i>
Schempp, Bertha	<i>LaSalle,</i>	<i>Troy Grove</i>
Schertz, Ellen Josephine	<i>Tazewell,</i>	<i>Deer Creek</i>
Schiek, Philippena	<i>St. Clair,</i>	<i>Freeburg</i>
Schipper, Theda Martina Charlotte	<i>Tazewell,</i>	<i>Pekin</i>
Schoonmaker, Flora Belle	<i>DeKalb,</i>	<i>Wallace</i>
Scogin, Martha Emma	<i>De Witt,</i>	<i>Wapella</i>
Scott, Elsie May	<i>Bureau,</i>	<i>Malden</i>
Scott, Lulu Nancy	<i>Bureau,</i>	<i>Malden</i>
Scott, Ruth Rader	<i>St. Clair,</i>	<i>O'Fallon</i>
Scrivner, Sarah Frances	<i>*(Ohio,)</i>	<i>Madison</i>
Seeley, Helen Edna	<i>Schuyler,</i>	<i>Littleton</i>
Shepherd, Nina Pearl	<i>Hancock,</i>	<i>Bowen</i>
Simmons, Jessie Josephine	<i>Hancock,</i>	<i>Joetta</i>
Simpson, Elizabeth	<i>Morgan,</i>	<i>Murrayville</i>
Sisson, Ada Belle	<i>DeKalb,</i>	<i>Genoa</i>
Smith, Daisy May	<i>Tazewell,</i>	<i>Deer Creek</i>
Smith, Mina May	<i>Tazewell,</i>	<i>Dillon</i>
Spargrove, Lura Lucile	<i>Marshall,</i>	<i>Wenona</i>
Speer, Lurene Caroline	<i>Vermilion,</i>	<i>Rankin</i>
Stanley, Minnie	<i>Henderson,</i>	<i>Stronghurst</i>
St. Clair, Georgiana	<i>McHenry,</i>	<i>Nunda</i>
Stewart, Mary Ida	<i>Mercer,</i>	<i>Norwood</i>
Stewart, Susan Margaret	<i>Vermilion,</i>	<i>Potomac</i>
Stites, Lena Katherine	<i>*McLean,</i>	<i>Bloomington</i>

NAMES.	COUNTY.	POSTOFFICE
Swearingen, Edna Pearle	Champaign,	St. Joseph
Talbott, Minnie Alta	Vermilion,	Blue Grass
Taylor, Nellie	La Salle,	La Salle
Taylor, Virginia	Cook,	Chicago
Thomas, Pattie Marie	McLean,	Normal
Thompson, Iva Irene	Effingham,	Shumway
Thurston, Ettie May	Whiteside,	Prophetstown
Tindall, Anna May	Rock Island,	Milan
Tindall, Elizabeth Margaret	Rock Island,	Milan
Tobey, Clara	Kankakee,	Hersher
Tolson, Susie May	Shelby,	Moawequa
Tregellas, Florence May	Fulton,	Astoria
Troxel, Mabel Edith	*McLean,	Normal
Tucker, Jessie Maude	Edgar,	Chrisman
Vail, Fannie Jane	Henry,	Geneseo
VanBuskirk, Mary Elizabeth	Cook,	Chicago
VanDervoort, Maude E	*McLean,	Heyworth
VanHorn, Margaret	Tazewell,	Pekin
Vollrath, Alma Elizabeth	Madison,	Marie
Wadsworth, Sadie Luida	Rock Island,	Milan
Walker, Maude Mary	Hancock,	Middle Creek
Wall, Susan	Lake,	Waukegan
Wallace, Caroline Louise	Madison,	Alton
Walling, Mrs. Annie Senteney	Douglas,	Arcola
Walters, Florence Elizabeth	Bureau,	Princeton
Ward, Marian Felicite	St. Clair,	Belleville
Webster, Nellie Grace	Iroquois,	Woodland
Wells, Pearl Amanda	McLean,	Normal
Wheeler, Cora Blanche	Pike,	Milton
Wheeler, Mae	*McLean,	Normal
White, Daisy Paota	Ogle,	Stillman Valley
White, Dora May	Champaign,	Gifford
White, Maria Elizabeth	Warren,	Roseville
Whittaker, Hettie Sebrah	Bureau,	Tiskilwa
Williams, Elsie	Douglas,	Tuscola
Wilson, Jennie Saria	*Rock Island,	Rural
Wilson, May Annetta	Shelby,	Shelbyville
Wilson, Nora Zelle	Livingston,	Chatsworth
Winn, Ruth Georgiana	La Salle,	Waltham
Woltman, Helena Olga	(Missouri,)	Neeper
Womacks, Nita	Champaign,	Champaign
Wood, Almira	Edgar,	Paris
Wood, Etta	Edgar,	Paris

NAMES.	COUNTY.	POSTOFFICE
Wormley, Blanche	<i>De Kalb,</i>	<i>Shabbona</i>
Wyckoff, Irene Bessie	<i>Macon,</i>	<i>Harristown</i>
Wykoff, Fanny Iola	<i>Macon,</i>	<i>Maroa</i>
Yancy, Ida Lillian	<i>Pike,</i>	<i>Barry</i>
Adamson, George Thomas	<i>Shelby,</i>	<i>Moavequa</i>
Allison, Frank Fisher	<i>*Carroll,</i>	<i>Milledgeville</i>
Ashworth, Ralph William	<i>Coles,</i>	<i>Mattoon</i>
Axley, Flavius	<i>Monroe,</i>	<i>Merrimac Point</i>
Bassler, Herman	<i>Macon,</i>	<i>Forsyth</i>
Benedict, William Alfred	<i>Kankakee,</i>	<i>Waldron</i>
Billman, Harvey Samuel	<i>Henry,</i>	<i>Kewanee</i>
Blair, Wylie William	<i>Marion,</i>	<i>Salem</i>
Brady, Hugh Henry	<i>Cook,</i>	<i>Chicago</i>
Carter, William Joseph	<i>Coles,</i>	<i>Mattoon</i>
Cassaday, William H.	<i>Coles,</i>	<i>Campbell</i>
Cavins, Stanley Thomas	<i>Coles,</i>	<i>Mattoon</i>
Clark, Roy D.	<i>McLean</i>	<i>Lexington</i>
Conard, James Stiles	<i>Piatt,</i>	<i>Monticello</i>
Conger, Cary Roy	<i>Ford,</i>	<i>Gibson City</i>
Conrath, William	<i>St. Clair,</i>	<i>Freeburg</i>
Corrington, Alfred	<i>Christian,</i>	<i>Assumption</i>
Crosby, Clifford	<i>Henry,</i>	<i>Annawan</i>
Crow, Oliver Lee	<i>Macon,</i>	<i>Blue Mound</i>
Diehl, George Edmund	<i>Coles,</i>	<i>Mattoon</i>
Dutcher, Stephen Albert	<i>Pike,</i>	<i>New Canton</i>
Edgar, John Adams	<i>Mercer,</i>	<i>Joy</i>
Ely, John Maurice	<i>Grundy,</i>	<i>Mazon</i>
Everitt, John Huston	<i>Mason,</i>	<i>Teheran</i>
Fitzsimmons, Peter Henry	<i>Sangamon,</i>	<i>Curran</i>
Funk, Roy Davis	<i>Morgan,</i>	<i>Alexander</i>
Gibson, James Walter	<i>Jefferson,</i>	<i>Mt. Vernon</i>
Gross, Charles E.	<i>Piatt,</i>	<i>Cerro Gordo</i>
Hall, Charles Elwood	<i>Douglas,</i>	<i>Camargo</i>
Hamilton, Orville	<i>Warren,</i>	<i>Roseville</i>
Hawkes, William	<i>Henry,</i>	<i>Kewanee</i>
Hendricks, Frank J.	<i>McHenry,</i>	<i>Spring Grove</i>
Hess, Absalom	<i>Pike,</i>	<i>Pearl</i>
Hester, Arthur M.	<i>*McLean,</i>	<i>Saybrook</i>
Hodges, John Dalmar	<i>Marion,</i>	<i>Sedan</i>
Holmes, James William	<i>Sangamon,</i>	<i>Springfield</i>
Hummel, Adam Albert	<i>Ford,</i>	<i>Robert</i>
Jackson, John W.	<i>Sangamon,</i>	<i>Buffalo Hart</i>

NAMES.	COUNTY.	POSTOFFICE
Jones, Bertrand Thompson	<i>Sangamon,</i>	<i>Barclay</i>
Judy, Elmer Grant	<i>Vermilion,</i>	<i>Potomac</i>
Keiner, Frederick William	<i>Clinton,</i>	<i>New Memphis</i>
Kniple, Egbert Delmer	<i>(Virginia,)</i>	<i>Augusta</i>
Kueter, Herman	<i>Clinton,</i>	<i>Damiansville</i>
Lampe, Henry Edward	<i>Clinton,</i>	<i>Bartelso</i>
Lane, Alva Clifford	<i>Shelby,</i>	<i>Robinson Creek</i>
Lebeque, Julius	<i>Madison,</i>	<i>Highland</i>
Linn, Joseph Henry	<i>St. Clair,</i>	<i>Mascoutah</i>
Linnabary, John Bruce	<i>Coles,</i>	<i>Charleston</i>
Livingston, Samuel William	<i>Madison,</i>	<i>Poag</i>
Livingston, Theodore Brooks	<i>Livingston,</i>	<i>Ocoya</i>
Luke, Edward	<i>Vermilion,</i>	<i>Danville</i>
McCullough, Frank	<i>Tazewell,</i>	<i>Bradley</i>
McShane, John James Hugh	<i>Champaign,</i>	<i>Ivesdale</i>
Maurer, John	<i>*McLean,</i>	<i>Stanford</i>
Mills, Leroy Addison	<i>Putnam,</i>	<i>Mt. Palatine</i>
Morrison, John	<i>*McLean,</i>	<i>Bloomington</i>
Myers, Charles Oscar	<i>Tazewell,</i>	<i>Bradley</i>
Newell, Moses Elmer	<i>Montgomery,</i>	<i>Farmersville</i>
Newlin, Bernard Walter	<i>Crawford,</i>	<i>Robinson</i>
Newlin, Edgar Oriel	<i>Crawford,</i>	<i>Robinson</i>
Packard, H. Roy	<i>*McLean,</i>	<i>Bloomington</i>
Parnall, Edward	<i>McDonough,</i>	<i>Colchester</i>
Pfeifer, John Matthew	<i>Sangamon,</i>	<i>New Berlin</i>
Reinhardt, Benjamin Franklin	<i>St. Clair,</i>	<i>Mascoutah</i>
Robison, Oliver Newton	<i>Moultrie,</i>	<i>Windsor</i>
Schutt, Walter Robert	<i>St. Clair,</i>	<i>Belleville</i>
Sheffler, William Whitmer	<i>Shelby,</i>	<i>Prairie Home</i>
Siron, Oscar S.	<i>*McLean,</i>	<i>Lexington</i>
Skiles, William Vernon	<i>LaSalle,</i>	<i>Troy Grove</i>
Skinner, Guy Warren	<i>*McLean,</i>	<i>Hudson</i>
Sparks, Claude G.	<i>Tazewell,</i>	<i>Mackinaw</i>
Spofford, James Robert	<i>Jo Daviess,</i>	<i>Warren</i>
Steinmiller, Henry	<i>Schuyler,</i>	<i>Rushville</i>
Stevenson, Otis Kagy	<i>Marion,</i>	<i>Salem</i>
Strevy, Joseph E.	<i>Christian,</i>	<i>Morrisonville</i>
Sutton, Russell J.	<i>Mason,</i>	<i>Mason City</i>
Swofford, George Lewis Lynn	<i>Champaign,</i>	<i>St. Joseph</i>
Taylo, Myron Dewitt	<i>*McLean,</i>	<i>Saybrook</i>
Taylor, Samuel Martin	<i>*McLean,</i>	<i>Bloomington</i>
Troxel, Cecil Warren	<i>*McLean,</i>	<i>Normal</i>
Urban, Charles Calvin	<i>*McLean,</i>	<i>Gibson City</i>

NAMES.	COUNTY.	POSTOFFICE
VanDervoort, William	* <i>McLean,</i>	<i>Ellsworth</i>
Walter, Henry	<i>Pope,</i>	<i>Golconda</i>
Walters, Arthur E.	<i>Whiteside,</i>	<i>Coleta</i>
Ward, Bishop	<i>De Witt,</i>	<i>Clinton</i>
Weddle, Rutherford Bradford	<i>Piatt,</i>	<i>Cisco</i>
Wilhoit, Rufus Arlie	<i>Clark,</i>	<i>Martinsville</i>
Wilson, Arthur McCandless	<i>Rock Island,</i>	<i>Rural</i>
Wilson, Harry Scott	<i>Rock Island,</i>	<i>Rural</i>
Woltmann, Frederick	<i>(Missouri),</i>	<i>Neeper</i>
Wynd, Robert Smith	<i>Tazewell,</i>	<i>Hopedale</i>

Summary.

Special students,	-	-	-	-	-	7
Seniors, -	-	-	-	-	-	59
Second class, -	-	-	-	-	-	100
Third class, -	-	-	-	-	-	270
Fourth class, -	-	-	-	-	-	353
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Total, -	-	-	-	-	-	789

Table

SHOWING ATTENDANCE BY COUNTIES OF STUDENTS RECEIVING FREE TUITION.

Adams.....	4	Jasper.....	1	Ogle.....	9
Bond.....	1	Jefferson.....	3	Peoria.....	12
Bureau.....	10	Jersey.....	1	Perry.....	3
Carroll.....	7	Jo Daviess.....	5	Piatt.....	12
Champaign.....	13	Kane.....	2	Pike.....	16
Christian.....	19	Kankakee.....	4	Pope.....	6
Clark.....	2	Kendall.....	3	Putnam.....	10
Clinton.....	4	Knox.....	4	Randolph.....	2
Coles.....	13	Lake.....	6	Richland.....	3
Cook.....	12	LaSalle.....	20	Rock Island.....	16
Crawford.....	5	Lawrence.....	1	St. Clair.....	22
Cumberland.....	1	Lee.....	3	Sangamon.....	13
DeKalb.....	12	Livingston.....	12	Schuyler.....	3
DeWitt.....	13	Logan.....	7	Scott.....	1
Douglas.....	7	McDonough.....	2	Shelby.....	27
DuPage.....	1	McHenry.....	9	Stark.....	4
Edgar.....	7	McLean.....	49	Stephenson.....	3
Edwards.....	1	Macon.....	22	Tazewell.....	26
Effingham.....	1	Macoupin.....	6	Vermilion.....	24
Fayette.....	4	Madison.....	15	Warren.....	10
Ford.....	8	Marion.....	13	Washington.....	1
Fulton.....	11	Marshall.....	8	Wayne.....	1
Gallatin.....	2	Mason.....	6	White.....	1
Grundy.....	4	Menard.....	1	Whiteside.....	7
Hamilton.....	2	Mercer.....	9	Will.....	7
Hancock.....	10	Monroe.....	3	Winnebago.....	3
Henderson.....	5	Montgomery.....	5	Woodford.....	13
Henry.....	9	Morgan.....	2	Other States.....	14
Iroquois.....	12	Moultrie.....	5	Total.....	789

Total number of counties represented, 85.

Ninety-three additional McLean county students paid tuition at the rate of \$39.00 per year.

Grammar Department.

PREPARATORY CLASS.

NAME.	COUNTY.	POSTOFFICE
Adams, Annie	McLean,	Bloomington
Adams, Harriet	Hancock,	Bowen
Baldwin, Gertrude	Fulton,	Ipava
Barger, Helen	McLean,	Normal
Conger, Hattie	Ford,	Gibson City
Cook, Abbie	Mercer,	Sherrard
Davis, Myrtle	(Kansas),	Stafford
Dennis, Myrtle	Tazewell,	Minier
Eaton, May	McLean,	Normal
Evans, Mamie	McLean,	Bloomington
Feeney, Annie	Champaign,	Iresdale
Finney, May	Tazewell,	Delavan
Gibeaut, Stella	McLean,	Bloomington
Hayden, Mary	McLean,	Bloomington
Haffiger, Stella	Tazewell,	Dillon
Herrington Cora	McLean,	Bloomington
Hester, June	McLean,	Saybrook
Keys, Etta	Logan,	Beason
Koehler, Emma	McLean,	Normal
Koehler, Houlda	McLean,	Normal
Lantz, Ida	Woodford,	Congerville
Leutwiler, Ida	Madison,	Alhambra
Lowe, Annie	Macon,	Maroa
McGregor, Lizzie	Ogle,	Byron
Mills, Gertrude	Putnam,	Clear Creek
Parker, Leona	McLean,	Normal
Porter, Lyda	McLean,	Bloomington
Price, Mabel	McLean,	Normal
Rehorst, Nellie	McHenry,	Richmond
Robertson, Purl	McLean,	Bloomington
Scogin, Martha	De Witt,	Wapella
Smith, Daisy	Tazewell,	Deer Creek
Speer, Lou	McLean,	Normal
Stewart, Etta	Mercer,	Norwood

NAMES.	COUNTY.	POSTOFFICE
Stites, Lena	McLean,	Bloomington
Thayer, Jennie	Ford,	Sibley
Thompson, Iva	Effingham,	Effingham
Tindall, Alma	Rock Island,	Milan
Wadsworth, Saidee	Rock Island,	Milan
Walker, Maude	Hancock,	Middle Creek
Wall, Susie	Lake,	Waukegan
Wells, Pearl	McLean,	Normal
Wilson, Hattie	De Witt,	Wapella
Wilson, Saria	Rock Island,	Rural
Woltmann, Helena	(Missouri),	Neeper
Wyckoff, Irene	Macon,	Harristown
Armstrong, William	Coles,	Campbell
Campbell, Frank	Warren,	Monmouth
Cassady, William	Coles,	Campbell
Clark, Roy	McLean,	Bloomington
Condon, Thomas	McLean,	Bloomington
Diehl, George	Coles,	Mattoon
Fehr, George	Will,	Joliet
Fleming, Frank	Coles,	Cook's Mills
Franzen, Theodore	Livingston,	Odell
Hall, C. E.	Douglas,	Camargo
Hazle, Stephen	McLean,	Bloomington
Hess, Absalom	Pike,	Pearl
Hines, William	McLean,	Shirley
Houston, John	(New York),	Albany
Lafferty, George	Mercer,	Norwood
Linn, Joseph	St. Clair,	Mascoutah
Mathison, George	Will,	Peotone
Mehan, Fred	St. Clair,	Millstadt
Nash, William	Hancock,	Bowen
Newell, Elmer	Montgomery,	Farmersville
Newell, Ralph	Montgomery,	Farmersville
Palmer, Edward	Marshall,	Toluca
Siron, Oscar	McLean,	Lexington
Stuckey, Leo	McLean,	Hudson
Sutton, Russell	Mason,	Mason City
Taylo, Myron	McLean,	Saybrook
Weddle, Jesse	Piatt,	Cisco
Wharton, John	McLean,	Bloomington
Wilson, Harry	Rock Island,	Rural
Total, - - - - -	- - - - -	75

GRAMMAR GRADES.

NAMES.	COUNTY.	POSTOFFICE
Alspaugh, Mamie	<i>McLean,</i>	<i>Normal</i>
Baker, Maude	<i>Cook,</i>	<i>Chicago</i>
Boyer, Blanche	<i>McLean,</i>	<i>Normal</i>
Broadhead, Lemma	<i>McLean,</i>	<i>Normal</i>
Champion, Marie	<i>McLean,</i>	<i>Normal</i>
Dekins, Myrtle	<i>McLean,</i>	<i>Normal</i>
Ferguson, Edith	<i>McLean,</i>	<i>Bloomington</i>
Gardner, Ruth	<i>McLean,</i>	<i>Normal</i>
Graves, Vega	<i>McLean,</i>	<i>Bloomington</i>
Gregory, Emma	<i>McLean,</i>	<i>Normal</i>
Guthrie, Leila	<i>McLean,</i>	<i>Bloomington</i>
Hiett, Ola	<i>McLean,</i>	<i>Normal</i>
Howell, Louie	<i>McLean,</i>	<i>Bloomington</i>
Little, Mollie	<i>McLean,</i>	<i>Normal</i>
Lloyd, Helen	<i>McLean,</i>	<i>Bloomington</i>
Mammen, Vera	<i>McLean,</i>	<i>Bloomington</i>
Mavity, Louise	<i>(Indiana),</i>	<i>Paoli</i>
McKinney, Mildred	<i>Christian,</i>	<i>Assumption</i>
Miller, Lula	<i>McLean,</i>	<i>Normal</i>
Poulton, Minnie	<i>McLean,</i>	<i>Bloomington</i>
Proctor, Norma	<i>McLean,</i>	<i>Normal</i>
Richards, Florence	<i>McLean,</i>	<i>Normal</i>
Roder, Mattie	<i>McLean,</i>	<i>Normal</i>
Shinkle, Alice	<i>McLean,</i>	<i>Normal</i>
Smith, Marian	<i>McLean,</i>	<i>Normal</i>
Smitson, Laura	<i>McLean,</i>	<i>Normal</i>
Snow, Cora	<i>McLean,</i>	<i>Normal</i>
Snow, Vera	<i>McLean,</i>	<i>Normal</i>
Stapleton, Bernice	<i>McLean,</i>	<i>Bloomington</i>
Weldon, Maggie	<i>McLean,</i>	<i>Normal</i>
Wilson, Maude	<i>Rock Island,</i>	<i>Rura</i>
Aldrich, John	<i>McLean,</i>	<i>Normal</i>
Augustus, Scott	<i>McLean,</i>	<i>Bloomington</i>
Baker, Clarence	<i>Shelby,</i>	<i>Prairie Home</i>
Bane, Ira	<i>McLean,</i>	<i>Normal</i>
Brown, Arlo	<i>McLean,</i>	<i>Normal</i>
Burt, Asher	<i>McLean,</i>	<i>Normal</i>
Buxton, Louis	<i>Mason,</i>	<i>San Jose</i>
Capen, Bernard	<i>McLean,</i>	<i>Bloomington</i>
Carlock, Bruce	<i>McLean,</i>	<i>Normal</i>

NAMES.	COUNTY.	POSTOFFICE
Crigler, Clute	<i>McLean,</i>	<i>Normal</i>
DeMange, Ralph	<i>McLean,</i>	<i>Bloomington</i>
Dick, Fred	<i>McLean,</i>	<i>Bloomington</i>
Dillon, Ray	<i>McLean,</i>	<i>Normal</i>
Eaton, Charles	<i>McLean,</i>	<i>Normal</i>
Evans, Mark	<i>McLean,</i>	<i>Bloomington</i>
Gantz, Irwin	<i>McLean,</i>	<i>Bloomington</i>
Graham, Harlowe	<i>McLean,</i>	<i>Bloomington</i>
Greenough, Charles	<i>McLean,</i>	<i>Yuton</i>
Helmick, Russell	<i>McLean.</i>	<i>Normal</i>
Hetfield, Reed	<i>McLean,</i>	<i>Normal</i>
Hilyard, Horace	<i>Monroe,</i>	<i>Waterloo</i>
Howell, Frank	<i>McLean,</i>	<i>Bloomington</i>
Johnson, Homer	<i>McLean.</i>	<i>Bloomington</i>
Johnson, Walter	<i>McLean,</i>	<i>Normal</i>
Johnstone, Lyle	<i>McLean,</i>	<i>Bloomington</i>
Kent, Royal	<i>McLean,</i>	<i>Normal</i>
Knott, Walter	<i>McLean,</i>	<i>Normal</i>
Lord, Guy	<i>McLean,</i>	<i>Normal</i>
Mammen, Harry	<i>McLean.</i>	<i>Bloomington</i>
McGregor, Andrew	<i>Ogle,</i>	<i>Byron</i>
McWherter, George	<i>McLean,</i>	<i>Normal</i>
Means, Arthur	<i>McLean,</i>	<i>Bloomington</i>
Means, Joseph	<i>McLean,</i>	<i>Bloomington</i>
Miller, Hugh	<i>McLean,</i>	<i>Normal</i>
Mize, Wilbur	<i>McLean,</i>	<i>Normal</i>
Mohr, William	<i>McLean,</i>	<i>Yuton</i>
Molesworth, Clyde	<i>McLean,</i>	<i>Normal</i>
Moon, Byron	<i>McLean,</i>	<i>Normal</i>
Morgan, Richard	<i>McLean,</i>	<i>Bloomington</i>
Neal, Ernest	<i>Cumberland.</i>	<i>Diona</i>
Patterson, Claude	<i>McLean,</i>	<i>Normal</i>
Reece, Grant	<i>McLean,</i>	<i>Normal</i>
Reeves, Houston	<i>McLean,</i>	<i>Bloomington</i>
Sage, Chester	<i>McLean,</i>	<i>Normal</i>
Sinclair, Uel	<i>McLean,</i>	<i>Normal</i>
Shinkle, Vincent	<i>McLean,</i>	<i>Normal</i>
Smith, Ward	<i>McLean,</i>	<i>Bloomington</i>
Stewart, Roy	<i>McLean,</i>	<i>Bloomington</i>
Stubblefield, David	<i>McLean,</i>	<i>Normal</i>
Taylor, Albert	<i>McLean,</i>	<i>Normal</i>
Wright, Charley	<i>McLean,</i>	<i>Normal</i>
Total,	- - - - -	82

Summary.

Preparatory class,	-	-	-	-	-	75
Grammar grades,	-	-	-	-	-	82
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Total,	-	-	-	-	-	157
Girls,	-	-	-	-	-	77
Boys,	-	-	-	-	-	80
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Total,	-	-	-	-	-	157

Intermediate Department.

Alspaugh, Willa	Dillon, Bessie	Miller, Lulu
Augustine, Myrtle	Dillon, Ethel	Milliken, Ora
Baylor, Lelia	Felmley, Ruth	Morse, Marguerite
Baylor, Pearl	Ferguson, Blanche	Myers, Irene
Beadle, Mabel	Gerber, Chloe	Peasley, Irene
Beadle, Maud	Gray, Lucy	Peasley, Lucille
Benbrook, Leah	Gregory, Lois	Perry, Barza
Bishop, Lulu	Guthrie, Bernardine	Poulsen, Winnie
Boyer, Ethel	Guthrie, Leila	Proctor, Norma
Bright, Fannie	Haney, Ruth	Railsback, Marie
Brock, Mabel	Hiett, Lela	Rosenberry, Ethel
Brown, Elta	Hiett, Ola	Sharpless, Debbie
Brown, Grace	Howell, Louie	Smith, Alice
Clark, Chloe	Humphrey, Jessie	Smith, Helen
Clough, May	Johnson, Caroline	Smith, Marian
Coen, Maggie	Johnston, Edna	Smitson, Laura
Coen, Nellie	Kennedy, Merle	Stanger, Montana
Coith, Clara	King, Fern	Taylor, Ocela
Coith, Edna	Knott, Grace	Thompson, Ethel
Colvin, Maud	Lord, Mamie	VanHook, Nellie
Courtright, Ada	Mace, Ruth	Vencill, Lulu
Courtright, Clara	McNeil, Grace	Wheeler, Jessie
Courtright, Ruth	Marks, Maud	Wickizer, May
Crigler, Nina	Mavity, Mary	Wilson, Mabel
Crooks, Lucy Belle	Miller, Alta	Wilson, Maude
Alexander, Archie	Craig, Fred	Hetfield, Miller
Allen, Jay	Crigler, Clute	Hibler, Herbert
Anderson, Benjamin	Curtis, Felix	Howard, Archie
Beadle, Elbert	Denton, Earl	Hutchin, Elberon
Beadle, Homer	Dick, Carl	Jackson, Lester
Bedinger, Franklin	Dick, Fred	Jackson, Leigh
Bell, Fred	Dillon, Chester	Johnson, Ebert
Bricker, Norman	Gardner, Harold	Johnson, Roy
Bright, Reuben	Gregory, Herbert	Johnson, William
Coith, Alvin	Griggs, Gresham	Kennedy, Allen
Courtright, Harry	Helmick, Russell	Kirkpatrick, Charles

Knott, Walter	Moon, Alonzo	Stolze, Carl
Kuhn, Louie	Morsman, Fred	Stubblefield, David
Kuhn, Waldo	Morsman, James	Treakle, Jesse Fell
Leighton, Norman	Patterson, Claude	VanHook, Herbert
Lindblad, Arthur	Pollitt, Bert	VanPelt, Eugene
Lindblad, Edwards	Pollitt, Courtland	Veach, James
Loehr, William	Poulten, Charles	Vencill, Albert
Lord, Emory	Railsback, Fay	Walker, Paul
Lord, Guy	Reeves, Huston	Weinhart, Charles
Lutz, David	Riley, Dean	Weldon, James
McCord, Freeman	Schad, Stuart	Wentz, Roy
McWherter, Paul	Schad, William	Witwer, Roy
Madden, Fred	Shinkle, Eddie	Wrigley, Harry
Marker, Fred	Stansbury, Leslie	

Girls enrolled, 75; boys enrolled, 74. Total, 149.

Primary Department 1895-96.

Bates, Laura	Hamill, Wahneita	Moore, Sadie
Baylor, Irene	Haney, Alice	Pierson, Ida
Beadle, Ethel	Hargitt, Daisy	Railsback, Mary
Chrisman, Nellie	Hibler, Bruce	Reeder, Sallie
Courtright, Minnie	Hoff, Reva,	Schad, Irma
Craig, Edith	Holmes, Effie	Schneider, Henrietta
Crist, Lulu	Huffington, Grace	Shanklin, Ada
Denton, Florence	Irvin, Hazel	Smitson, Nellie
Felmley, Mildred	McNeil, Hazel	Thorp, Anna
Fields, Cornelia	Marshall, Clara	Underwood, Marie
Fields, Wray	Martin, Anna	VanHook, Ethel
Frost, Ina	Miller, Nellie	Walker, Mildred
Graves, Helen		

Alsbaugh, John	Frost, Walter	Newell, Earl
Beckwith Harry	Gerber, Ralph	Palmer, Charles
Bence, Walter	Gipson, Ralph	Patterson, Stephen
Bishop, Byron	Hargitt, Leslie	Peasley, Warren
Bowen, Vernon	Hargitt, Merton	Perry, Marion
Bowman, Leverett	Hargitt, Percy	Perry, Myron
Briney, Harley	Holder, Charles	Pierson, Elmer
Broadhead, Charles	Houchin, George	Pollitt, Thurman
Burwell, Clyde	Huffington, Herbert	Reeves, Elton
Clark, Earl	Irvin, Delmar	Reeves, Thornton
Colton, James	Jackson, John	Riley, Carl
Crigler, Burr	Kennedy, Frank	Rosenberry, Earl
Dick, Harry	Kernson, Marcus,	Sage, Harold
Dillon, Claire	Kettering, Raymond	Shirk, Willie
Dodge, Roy	Kuhn, Fred	Snow, Charles
Duff, Walker	Lindblad, Nelson	Vencill, Harold
Edmunds, Olin	Mace, Lamar	Wilson, Nat
Ferguson, Claude	McMurry, Donald	Wiltz, Paul
Ferguson, Lowell	Morse, Heber	

Girls enrolled, 37; boys, 56. Total, 93.

Members of the Annual Institute.

Phoebe Alexander,	<i>Pekin</i>	Lida Hazel,	<i>Lincoln</i>
Eva Archer,	<i>McLean</i>	Mayme Hays,	<i>Bement</i>
Grace Barnett,	<i>Bement</i>	Kate Heaton,	<i>Greenville</i>
Alice J. Barr,	<i>Moline</i>	Josephine Heuyer,	<i>Magnolia</i>
Zella Baughman,	<i>Parkersburg</i>	Adda M. Hunter,	<i>Clinton</i>
Minnie D. Bradfield,	<i>Clinton</i>	Junita E. Kerr,	<i>Shelbyville</i>
Ina Briggs,	<i>Pana</i>	Hettie K. Kettenring,	<i>Pekin</i>
Gertrude Brown,	<i>Heyworth</i>	Nora Kinzie,	<i>Tremont</i>
Minnie R. Brown,	<i>Bloomington</i>	Maggie Kirkpatrick,	<i>Greenville</i>
Alma W. Carlson,	<i>Bloomington</i>	Bertha Knowles,	<i>Bloomington</i>
Mattie J. Carney,	<i>Maroa</i>	Anna Lemon,	<i>Aledo</i>
Maud Carroll,	<i>Sheffield</i>	Adelia Leonard,	<i>Moline</i>
Esther Chapman,	<i>Greenville</i>	Ida Lysell,	<i>Moline</i>
Aura Cheney,	<i>Pana</i>	Onie McCracken,	<i>Pana</i>
Esther Cleveland,	<i>Eureka</i>	Mary McDermott,	<i>Normal</i>
Julia Coffman,	<i>Hume</i>	Jennie McKay,	<i>Moawequa</i>
Charlotte L. Davis,	<i>Charleston</i>	Mattie McMechan,	<i>Mendon</i>
Lucy Davis,	<i>Pana</i>	Rebecca May,	<i>Edinburg</i>
Hattie Deeble,	<i>New Albany</i>	Mrs. Nellie Michels,	<i>Assumption</i>
Florence Donahey,	<i>Moline</i>	Bessie Minch,	<i>Washington</i>
Grace Donahey,	<i>Moline</i>	Myrtle Mooberry,	<i>Morton</i>
Ella Doyle,	<i>Moline</i>	Lelia Moore,	<i>Westfield</i>
Kate L. Edmunds,	<i>Maroa</i>	Ida Morefield,	<i>Pana</i>
Imo Ewing,	<i>Minier</i>	Julia A. Moulton,	<i>Normal</i>
Grace Ferguson,	<i>Prairie City</i>	Lillian Nelson,	<i>Champaign</i>
Cathryn Fisher,	<i>Bement</i>	Mary O'Donnell,	<i>Lewiston</i>
Frances Fletcher,	<i>Onarga</i>	Lavinna O'Neil,	<i>Mt. Sterling</i>
Ella Ford,	<i>Maroa</i>	Maud Olmsted,	<i>Peoria</i>
Matie Frazee,	<i>Onarga</i>	Bessie Otto,	<i>Magnolia</i>
Viola Freeland,	<i>Rochelle</i>	Flora Parrish,	<i>Mattoon</i>
Anna E. Gaylord,	<i>Plymouth</i>	Mary Penny,	<i>Moline</i>
Della M. Gracey,	<i>Sorrento</i>	Grace E. Price,	<i>Mt. Palatine</i>
Mary Hallett,	<i>Assumption</i>	Alice Randall,	<i>Rochelle</i>
Phebe Hammond,	<i>Mt. Sterling</i>	Kate Rayhill,	<i>Pana</i>
Carrie Harlan,	<i>Eureka</i>	Emma J. Reading,	<i>Pana</i>
Jessie Harlford,	<i>Prairie City</i>	Adda B. Read,	<i>Normal</i>
Mary C. Harned,	<i>Secor</i>	Sarah Reid,	<i>Chandlerville</i>

June Rickets,	<i>Pana</i>	Sarah E. Thompson,	<i>Fosterburg</i>
Catherine Riefenberg,	<i>Carlinville</i>	Emma Tingley,	<i>Ottawa</i>
Daisy Roberts,	<i>Morton</i>	Effie Tull,	<i>Farmer City</i>
Margaret Robinson,	<i>Mt. Sterling</i>	Lillian Turnbull,	<i>Normal</i>
Lydia Ropp,	<i>Washington</i>	Kate Victor,	<i>Normal</i>
Thusa Sabin,	<i>Hoopston</i>	Nellie Watkins,	<i>Pana</i>
Jennie Schnebly,	<i>Peoria</i>	Addie Wertz,	<i>Bloomington</i>
Anna B. Schulte,	<i>Dixon</i>	Maggie Wilson,	<i>La Place</i>
Mabel F. Seaman,	<i>Shelbyville</i>	Louise Winner,	<i>Carmi</i>
Jessie Sharp,	<i>Bement</i>	Anna Woltman,	<i>Normal</i>
Frances Snyder,	<i>Rantoul</i>	Annie M. Wood,	<i>Secor</i>
Millie Stem,	<i>Princeton</i>	Murray Woods,	<i>Mattoon</i>
Mrs. Ida S. Stepheson,	<i>Shannon</i>		
Charles Birdsall,	<i>Swan Creek</i>	Martin L. McIntyre,	<i>Nokomis</i>
Claudius Carter,	<i>Cisco</i>	Arthur McKee,	<i>Bloomington</i>
J. J. Clark,	<i>Normal</i>	William M. Murray,	<i>Gridley</i>
S. B. Daniel,	<i>Caseyville</i>	Gilbert Randall,	<i>Pana</i>
C. O. Du Bois,	<i>Mason City</i>	John Reese,	<i>Normal</i>
Walter S. Goode,	<i>Palestine</i>	Roscoe Roth,	<i>Rantoul</i>
Allen I. Hileman,	<i>Bloomington</i>	Theodore Trost,	<i>Trenton</i>
T. A. Hilyer,	<i>Shelbyville</i>	Ira Virtue,	<i>Elizabeth</i>
D. L. Jeffers,	<i>Normal</i>	Herbert C. Waddle,	<i>Vinton, Iowa</i>
A. P. Johnson,	<i>Rantoul</i>	Harvey G. Waggoner,	<i>Eureka</i>
John T. Johnson,	<i>Palestine</i>		

The following resolutions were adopted by the institute:

WHEREAS, The President and Faculty of the Illinois State Normal University have kindly extended the privileges of the institution to the teachers of the State in this institute beginning May 25 and closing June 12; and

WHEREAS, All members of the school, both instructors and pupils, have exerted themselves in our behalf, adapting their work to our needs, evincing toward us great attention and courtesy;

WHEREAS, We, as teachers, appreciate the kindness shown:

Resolved, That we extend our sincere thanks to all concerned.

Resolved, We take to ourselves the lessons shown and the truths brought forth, and that we devote ourselves to the application of these to our school work.

Resolved, Since we have been helped by this institute we earnestly urge its continuance.

Resolved, That a copy of these resolutions be presented to the Faculty and to the local press for early publication.

W. S. GOODE,
ALICE J. BARR, } *Committee.*
EMMA TINGLEY. }

General Summary.

Normal Department,	.	.	.	.	.	.	.	789
Annual Institute,	.	.	.	.	.	.	.	120
Practice School	{	Preparatory,	.	.	.	.	.	75
		Grammar Grades,	.	.	.	.	.	82
		Intermediate Grades,	.	.	.	.	.	149
		Primary Grades,	.	.	.	.	.	91
Total in Practice School,		.	.	.	.	.	.	397
Grand total in Normal University,		.	.	.	.	.	.	1,306
Deduct names counted twice,		.	.	.	.	.	.	48
Whole number of different students,		.	.	.	.	.	.	1,258

Alumni Register.

1896.

Class of 1860.

1. Sarah M. (Dunn) Strickler, 1413 North Nineteenth street, Philadelphia, Pa. 4 years.
2. Elizabeth J. (Mitchell) Christian, Bloomington, Ill. 4 years.
3. Frances A. (Peterson) Gastman. Died February 27, 1863. 2½ years.
4. Mary F. (Washburn) Hull. Died August 10, 1882. 1½ years.
5. Enoch A. Gastman, Superintendent City Schools, Decatur, Ill. 36 years.
6. Peter Harper. Died May 30, 1887. 1 year.
7. Silas Hayes, 2141 Glowner street, Los Angeles, Cal. 8 years.
8. Joseph G. Howell. Killed at Fort Donelson. 1 year.
9. John Hull, New Whatcom, Wash. 30 years.
10. Edwin Philbrook. Died February 4, 1890. 20 years.

Class of 1861.

11. Sophie (Crist) Gill. Died November, 1863. 1½ years.
12. Amanda O. Noyes. Died February 7, 1864. 2 years.
13. John H. Burnham, Bloomington, Ill. 1 year.
14. Harvey J. Dutton, 808 South street, Springfield, Mo. 9 years.
15. Aaron Gove, Denver, Col. Superintendent City Schools. 29 years.
16. Moses I. Morgan. Died at Cleveland, O., April 10, 1895. 1 year.
17. Henry B. Norton. Died June 22, 1885. 20 years.
18. Peleg R. Walker, Rockford, Ill. Superintendent City Schools. 32 years.

Class of 1862.

19. Sarah E. Beers, Canton, Ill. 20 years.
20. Elizabeth Carleton, 2653 Portland avenue, Minneapolis, Minn. 22 years.
21. Helen F. (Grennell) Guild, 372 Fairfield avenue, Fort Wayne, Ind. 14 years.
22. Esther M. (Sprague) Legg, 666 Washington Boulevard, Chicago. 19 years.

NOTE.—The numbers at the right indicate the number of years of educational work done since graduation.

23. Emma (Trimble) Bangs, Donnellson, Ill. 12 years.
24. Lorenzo D. Bovee, Chetopa, Kas. 13 years.
25. James F. Ridlon, Olathe, Kas. 12 years.
26. Logan H. Roots. Died at Little Rock, Ark., May 30, 1893. 1 year.

Class of 1863.

27. Mary A. Fuller. Died April, 1881. 10 years.
28. Sarah F. (Gove) Baldwin, Peoria, Ill. 3 years.
29. Abbie (Reynolds) Wilcox, Northfield, Minn. 2 years.
30. Sarah Hackett Stevenson, 322 North State street, Chicago.
Physician, and Professor in Woman's College. 13 years.
31. W. Dennis Hall, 435 Oakley avenue, Chicago. 15 years.
32. Ebenezer D. Harris, Lincoln, Neb. 14 years.
33. John H. Thompson. Died 1869. 3½ years.

Class of 1864.

34. Harriet E. Dunn, State Normal School, Los Angeles, Cal. 31½ years.
35. Anna (Grennell) Hatfield, La Grange, Ill. 3 years.
36. Edith T. (Johnson) Morley, 1524 Eighth avenue, North Minneapolis, Minn. 6 years.
37. Isabella Moore. 15 years. Died Jan. 14, 1888.
38. Harriet E. Stewart.
39. George W. Colvin, San Bernardino, Cal., 17 years.
40. Lyman B. Kellogg, Emporia, Kas. 7 years.
41. Philo A. Marsh. 1 year. Died April 5, 1887.

Class of 1865.

42. Olinda M. (Johnson) Nichols, 198 Walnut street, Aurora, Ill. 3½ years.
43. Almena C. Jones, Canton, Ill. 19 years.
44. Lucinda J. (Stanard) Johnson, 619 East Tenth avenue, Winfield, Kas. 9 years.
45. Bandusia Wakefield, 805 Ninth street, Sioux City, Iowa. 12 years.
46. Thomas J. Burrill, Champaign, Ill. Professor of Horticulture, University of Illinois. 31 years.
47. John W. Cook, Normal, Ill. President of Illinois State Normal University. 31 years.
48. William Florin, Altamont, Ill. 14 years.
49. David M. Fulwiler, 554 Seventy-ninth street, station "P," Chicago, Ill. 5 years.
50. Oscar F. McKim, Ft. Madison, Ia. 22 years.
51. Adolph A. Suppiger, Edwardsville, Ill. 20 years.
52. Melancthon Wakefield, Cherokee, Ia. 3½ years.

Class of 1866.

53. Harriet M. (Case) Morrow, 1224 North Court street, Rockford, Ill. 14 years.
54. Martha Foster, Minneapolis, Kas. 20 years.
55. Harriet A. Fyffe, Hastings, Neb. 10 years.
56. Margaret (McCambridge) Hurd, 1420 Pearl street, Denver, Col. 1 year.
57. Mary E. Pierce, Normal, Ill. 17 years.
58. Alice (Piper) Blackburn, San Buena Ventura, Cal. 6 years.
59. Helen M. (Plato) Wilbur, 258 Ontario street, Chicago, Ill. 14 years.
60. Sarah E. (Raymond) Fitzwilliam, Bloomington, Ill. 26 years.
61. Olive A. (Rider) Cotton, Chicago. 7½ years.
62. Julia E. (Standard) Frost, Pico Heights, Los Angeles, Cal. 15 years.
63. Nelson Case, Oswego, Kas. 1 year.
64. Philo A. Clark, Madison, Neb. 4 years.
65. John Ellis, Beatrice, Neb. 7 years.
66. Joseph Hunter. Died April 17, 1880. 2 years.
67. Richard Porter, Salina, Kas. 7 years.

Class of 1867.

68. Emily C. (Chandler) Hodgins, Richmond, Ind. 2 years.
69. Emily H. (Cotton) Collins, 1400 Vermont street, Quincy, Ill. 9 years.
70. Nellie Forman, care William C. Forman, office New York *Sun* N. Y. 6 years.
71. Mary W. French, Decatur, Ill. Assistant in High School. 28 years.
72. Eurana G. (Gorton) Hanna, Aurora, Ill. 6 years.
73. Mary R. Gorton. Died November 15, 1878. 11 years.
74. Mary (Pennel) Barber, 22 Bryant avenue, Chicago. 5 years.
75. Onias C. Barber, Effingham, Ill. 3 years.
76. John R. Edwards. Died April, 1871. 2½ years.
77. George S. Hinman, Clearwater, Cal. 5 years.
78. Cyrus W. Hodgins, Richmond, Ind. Professor Earlham College. 28 years.
79. Fred J. Seybold.
80. James S. Stevenson, 3127 Sheridan avenue, St. Louis. Principal Clay School. 29 years.

Class of 1868.

81. Ruth E. (Barker) Hargrove, Nashville, Tenn. 5 years.
82. Ann E. Bullock, Normal, Ill. 4 years.

83. Jemima S. Burson, Pasadena, Cal. 5½ years.
84. Lydia A. Burson, Pasadena Cal. 12½ years.
85. Etta S. (Dunbar) Kelso, Longmont, Col. 6 years.
86. Anna C. Gates, 2121 Oregon avenue. Principal Grant and Gravois School, St. Louis. 28 years.
87. Grace S. Hurwood, 1456 Castro street, Oakland, Cal. 21 years.
88. Lucia (Kingsley) Manning, Anderson, Ind. 7 years.
89. Eliza A. (Pratt) Kean, New Troy, Mich. 4 years.
90. Emma T. (Robinson) Kleckner, 1215 Jones street, Sioux City, Ia. 2½ years.
91. Mary J. (Smith) Bogardus, Springfield, Ill. 1 year.
92. Cornelia Valentine. Died June 20, 1877. 8 years.
93. Elma Valentine. Died April 14, 1871. 2¾ years.
94. Clara E. Watts. Died June 4, 1884. 4 years.
95. Stephen Bogardus, Springfield, Ill. Principal Edwards school. 27 years.
96. William A. McBane, Metropolis, Ill. 3 years.
97. Henry McCormick, Normal, Ill. Vice-President and Professor of Geography and History, Illinois State Normal University. 28 years.
98. Jacob R. Rightsell, Little Rock, Ark. Superintendent City Schools. 20 years.
99. William Russell. President Southland College and Normal Institute, Southland, Ark. 25 years.

Class of 1869.

100. Lizzie S. Alden, 1119 Congress street, Emporia, Kas. 24 years.
101. Melissa (Benton) Overman, Springfield, Mass. 4 years.
102. Ella K. Briggs, 158 South Galena avenue, Freeport, Ill. 23 years.
103. Lucretia (Davis) Ramsey. Died 18—. 2 years.
104. Jane (Pennell) Carter, Danville, Ill. 6½ years.
105. Maria L. (Sykes) Nichols, 5123 Wentworth avenue, Chicago. 7 years.
106. Helen (Wadleigh) Willis, Cole Camp, Mo. 3 years.
107. Ben C. Allensworth, Pekin, Ill. Postmaster. 14 years.
108. Alfred C. Cotton, Physician, 198 South Wood street, Chicago. 6 years.
109. Charles H. Crandell, Batavia, Ill. 22 years.
110. Hugh R. Edwards, Oshkosh, Wis. 15 years.
111. William R. Edwards, Tracy, Minn. 8 years.
112. James W. Hayes, Urbana, Ill. Principal Public Schools. 26 years.
113. Charles Howard.

- 114. Isaac F. Kleckner. Died March 4, 1891. 4 years.
- 115. George G. Manning, Anderson, Ind. 23 years.
- 116. George W. Mason. Died October 8, 1887. 8 years.
- 117. Charles W. Moore, Storm Lake, Ia. 13 years.
- 118. Christopher D. Morey, Surgeon, Aurora, Ill. 5 years.

Class of 1870.

- 119. Louisa C. (Allen) Gregory, Washington, D. C. 9 years.
- 120. Barbara Denning, Normal, Ill. 18 years.
- 121. Alice Emmons. Died October 2, 1871. 2 months.
- 122. Clara E. Higby, 146 Park ave., Chicago. Assistant in West Division High School. 26 years.
- 123. Emma (Howard) Gardner, Orange, Cal. 4 years.
- 124. Margaret E. (Hunter) Regan, 609 66th street, Englewood. Ill. 4 years.
- 125. Mary L. (Kimberly) Perry, 164 Canfield street, Detroit, Mich. 4 years.
- 126. Mary D. LeBaron, Mattaporsett. Mass. 13 years.
- 127. Letitia (Mason) Quine, 3160 Indiana ave., Chicago, Ill. 1 year.
- 128. Adella (Nance) Shilton, Kewanee, Ill. 3½ years.
- 129. Adelaide V. Rutherford, Girard, Ill. 6 years.
- 130. Fannie (Smith) Cole, care of Wm. H. Wing, Elgin, Ill. 10 years.
- 131. Armada (Thomas) Bevan, Atlanta, Ill. 7 years.
- 132. Marian (Weed) Martin, 1611 Michigan, ave., Chicago. 2 years.
- 133. Ben W. Baker, President Chaddock College, Quincy, Ill. 7 years.
- 134. Joseph Carter, Superintendent Public Schools, Danville, Ill. 17½ years.
- 135. Robert A. Childs, Hinsdale, Ill. 3 years.
- 136. James W. Dewell, Barry, Ill. 16 years.
- 137. R. Arthur Edwards, Banker, Peru, Ind. 8 years.
- 138. Samuel W. Garman, Cambridge, Mass. Assistant in Agassiz's Museum since 1873. 2 years.
- 139. John W. Gibson, Sterling. 23 years.
- 140. Ben Hunter, Mt. Vernon, Ind. 5 years.
- 141. John W. Lummis, 1609 West First street, Grand Island, Neb. Teacher in Business and Normal College. 16 years.
- 142. John H. Parr, Principal Chicago Preparatory School, 3715 Langley avenue. 15 years.
- 143. Levi T. Regan, 609 Sixty-sixth street, Englewood. Ill. Principal Sherman School. 26 years.
- 144. Wade H. Richardson, 602 Frederick street, Milwaukee, Wis. 12 years.
- 145. John W. Smith, room 55, Barth block, Denver. Col. 12 years.

Class of 1871.

146. Charlotte C. (Blake) Myers, 315 South Vermilion street, Streator, Ill. 11 years.
147. Isabella S. (Houston) Tabor, Minden, N.Y. 3 years.
148. Julia E. Kennedy, The Temple, Chicago, Ill. 17 years.
149. Harriet E. (Kern) Walker, 828 Fifth street, Des Moines, Iowa. 5 years.
150. Celestia M. Mann. Died 1887. 3 years.
151. Frances L. Moroney, Minneapolis, Minn. 19 years.
152. Frances L. (Rawlings) Cunningham, Princeton, Ill. 4 years.
153. Isabel (Rugg) Reed, Santa Barbara, Cal. 3 years.
154. Frances (Shaver) Thompson, 3726 Langley avenue, Chicago, Ill. 2 years.
155. Emma G. Strain, 418 West Broadway, Louisville, Ky. 11 years.
156. Frances (Weyand) Latham, Wills Point, Tex. 1½ years.
157. William C. Griffith. Died January 13, 1892. 5 years.
158. Henry F. Holcomb. Died October, 1871.
159. Andrew T. Lewis. room 614, Chamber of Commerce Building, Portland, Ore. 3 years.
160. T. A. H. Norman, Martinsville, Ill. 14 years.
161. Edgar D. Plummer, Heyworth, Ill. 1 year, during course.
162. James O. Polhemus. Died August, 1879. 3½ years.
163. James R. Richardson, Tonti. Ill. 18½ years.
164. R. Morris Waterman. Died October, 1871.
165. John X. Wilson, Austin, Minn. 13 years.
166. John P. Yoder. Died at Needy, Ore., June 1, 1894. 22 years.

Class of 1872.

167. Anna G. Bowen, 127 Loomis street, Chicago. 6 years.
168. Martha Flemming, room 52, Kimball Hall, Chicago. 24 years.
169. Lenore Franklin, 6456 Dickey street, Chicago. 23 years.
170. Mary C. (Furry) Talbot, Sanfordville, Ill. 16 years.
171. Clara (Gaston) Forbes, Champaign, Ill. 1 year.
172. Anna M. Gladding. Died March, 1882. 4 years.
173. Rachael M. (Hickey) Carr. M.D., Professor of Histology, Woman's Medical College, Chicago, Ill. 10 years.
174. Sara C. Hunter, 615 Sixty-sixth street, Station O, Chicago. Ill. Head Assistant Henry Clay School. 22½ years.
175. Alza (Karr) Blount, Phenix, Ariz. 3 years.
176. Martha G. (Knight) Adam, Normal, Ill. 17 years.
177. Julia F. (Mason) Parkinson. Died August 6, 1879. 3½ years.
178. Emma A. (Monroe) McCracken, 6400 Emerald avenue, Englewood, Ill. 15 years.

179. Julia (Moore) Byerly, 808 W. G street, Urbana, Ill. 1 year.
180. Mary V. Osburn, 2655 Washington avenue, St. Louis. 20 years.
181. Flora (Pennell) Parr, 3715 Langley avenue, Chicago, Ill. 12 years.
182. Alice B. Philips, 203 Adelphi street, Brooklyn, N. Y. 3 years.
183. Louise Ray, 313 Fourteenth street, Portland, Oregon. 10 years.
184. Alpha Stuart, Principal Jefferson Street School, Bloomington, address Normal, Ill. 23 years.
185. Gertrude (Town) Beggs. Died May 15, 1888. 11 years.
186. Edith (Ward) Roach, Watsonville, Cal. 10 years.
187. Edwin F. Bacon, Normal School, Oneonta, N. Y. 21 years.
188. Robert H. Beggs, 2427 Ogden street, Denver, Col., Principal Ward School. 24 years.
189. George Blount, Phenix, Ariz. 24 years.
190. James M. Greeley. Died 1883. 2 years.
191. Frank W. Hullinger, Clergyman, Farmington, Ill. 6 years.
192. Elisha W. Livingston, Capron, Ill. 6 years.
193. Thomas L. McGrath. Died ———, 1888. 5 years.
194. Charles D. Mariner, Superintendent City Schools, Stephen, Minn. 22 years.
195. Samuel W. Paisley. Died February 3, 1878. 5 years.
196. Frank E. Richey, Lawyer, Laclede Building, St. Louis, Mo. 3 years.
197. Espy L. Smith, M.D., 974 W. Polk street, Chicago. 7 years.
198. John H. Stickney, Toulon, Ill. Principal Public Schools. 24 years.
199. William R. Wallace. Died 1876. 2 years.
200. James M. Wilson, 2412 Dodge street, Omaha, Neb. Teacher in City High School. 12 years.

Class of 1873.

201. Lura (Bullock) Elliott, Peoria, Ill. 3½ years.
202. Mary M. Cox, 312 Van Ness avenue, San Francisco, Cal. 15 years.
203. Ellen S. Edwards, Bloomington, Ill. 4 years.
204. Ida L. Foss, Chicago. 14 years.
205. Mary L. (Hawley) Richardson, 602 Frederick street, Milwaukee, Wis. 7 years.
206. H. Amelia Kellogg, 163 Thirty-sixth street, Chicago. Teacher of Psychology, City Training School. 21 years.
207. L. Effie Peter, Topeka, Kas. 17 years.
208. Anna V. (Sutherland) Brown. Died July 25, 1894. 7⅔ years.
209. May I. Thomas, 535 West Sixty-first street, Chicago. 17 years.
210. Emma (Warne) Hall, Sycamore, Ill. 3 years.
211. L. P. Brigham. Died February, 1892, in Manning, Ia. 6 years.

- 212. Charles DeGarmo, Swarthmore, Pa. President Swarthmore College. 20 years.
- 213. Jasper F. Hayes, Pasadena, Tex. 10 years.
- 214. Erneis R. E. Kimbrough, Danville, Ill. 1 year.
- 215. George M. LeCrone, Effingham, Ill. 1½ years.
- 216. Walter C. Lockwood, Los Angeles, Cal. Paid tuition in full after graduation. 6 months.
- 217. Dewitt C. Roberts, Ordway, Col. 11 years.
- 218. Arthur Shores, Great Falls, Mont. 3 years.
- 219. John B. Stoutemeyer, Bradley, Ill. 3 years.
- 220. Felix B. Tait, Decatur, Ill. 2 years.
- 221. J. Lawson Wright, Vineland, Cal. 16 years.

Class of 1874.

- 222. Emily Alden, Fontanelle, Ia. 15 years.
- 223. Lida (Brown) McMurry, Assistant Training Teacher, Illinois State Normal University. 16 years.
- 224. Eunice Corwin, Lincoln, Ill. 19 years.
- 225. S. Alice Judd, Jefferson High School, Chicago, Ill. 21½ years.
- 226. Sarah M. (Littlefield) Simmes, Kalama, Wash. 6 years.
- 227. Mary (McWilliams) Burford, Hoopeson, Ill. 4 years.
- 228. M. Ella Morgan, 1207 L street, N. W., Washington, D. C. 22 years.
- 229. Elizabeth (Peers) Lockwood, Glendale, Ariz. Paid tuition after graduation.
- 230. Emma (Stewart) Brown. Died August 1, 1880. 4 years.
- 231. Maggie (Woodruff) Evans, Leavenworth, Kas. 2 years.
- 232. I. Eddy Brown, State Secretary Y.M.C.A., 148 Madison street, Chicago. 6 years.
- 233. Francis W. Conrad, Principal of F. St. School, San Bernardino, Cal. 20 years.
- 234. John N. Dewell, Chapin, Ill. 16 years.
- 235. David S. Elliott, Superintendent of Public Schools, Red Bud, Ill. 20 years.
- 236. William A. Evans, Leavenworth, Kas. Principal of High School. 21 years.
- 237. Thomas E. Jones. 9 years.
- 238. William P. McMurry, Normal, Ill. 2½ years.
- 239. Elinzer M. Prindle, Patterson, Ill. 9 years.
- 240. Carlton H. Rew, M.D., Waco, Tex. 8 years.
- 241. William J. Simpson, Sigel, Ill. 7 years.
- 242. Harry A. Smith, Clergyman. 1108 Broadway, Bay City, Mich. 4 years.

243. J. N. Wilkinson, Emporia, Kas. Principal Training Department, State Normal School. 22 years.

Class of 1875.

244. Margarita (McCullough) Sanders, 228 Guthrie street, Ottawa. 8 years.
245. Josephine McHugh, 2301 Douglas street, Omaha, Neb. 20 years.
246. Florence Ohr, 3631 South Hamilton avenue, Chicago. 18 years.
247. Henrietta Watkins, Normal, Ill. 3 years.
248. Mary A. Watkins, Normal, Ill. 1 year.
249. David Ayres, 4638 Emerald avenue, Chicago. 5 years.
250. Robert L. Barton. Chippewa Falls, Wis. Superintendent City Schools. 19½ years.
251. Albert D. Beckhart, Clergyman, Anita, Ia. 4 years.
252. Lewis O. Bryan, Van Buren, Ark. 4 years.
253. W. T. Crow, Georgetown, Ill. Principal of Schools. 7 years.
254. James Ellis, Welsh, La. 7 years.
255. Judd M. Fisk, San Antonio, Tex. 6 years.
256. Justin L. Hartwell, Dixon, Ill. 13½ years.
257. Josiah P. Hodge, Alton, Ill. 2 years.
258. U. Clay McHugh. Died July 11, 1878. 1½ years.
259. W. S. Mills, Brooklyn, N.Y. Principal School No. 75. 16 years.
260. James N. Mosher, Smith Center, Kas. Principal Public Schools. 16 years.
261. John L. Shearer, Napa City, Cal. Principal Public Schools. 21 years.
262. Benjamin F. Stocks, Garden City, Kas. 9 years.

Class of 1876.

263. Mary L. (Bass) Wallace, Delavan, Ill. 9 years.
264. Louisa C. Larrick. Died 1885. 6 years.
265. Mrs. Amanda M. Pusey, Seattle, Wash. 16 years.
266. George H. Beatty, Decatur, Ill. 12 years.
267. Daniel S. Buterbaugh, Principal Everett School. Alameda, Cal. 17 years.
268. William H. Chamberlin, Chicago. Teacher of Science, South Division High School. 19 years.
269. A. M. Crawford, Billings, Mont. 2 years.
270. George W. Dinsmore. Died 1882. 2 years.
271. Lewis C. Daugherty, Principal Ward School, Rock Island, Ill. 20 years.
272. J. Calvin Hanna, 29 South Sixth street. Columbus. O. Principal of South High School. 17 years.

273. Benjamin S. Hedges. Died 1876.
274. Charles L. Howard, Principal Columbia School, St. Louis, Mo.
19 years.
275. John T. Johnston, Santa Barbara, Cal. 9½ years.
276. Claudius B. Kinyon, Physician, Rock Island.
277. Joseph F. Lyon, 618 Short street, Fort Scott, Kas. 17 years.
278. Truman B. Mosher, Galena, Kas. Superintendent City Schools.
20 years.
279. Dewitt C. Tyler. Physician Clifton, Kas. 3 years.
280. Leroy B. Wood, 114 Third avenue, North Minneapolis. Minn.

Class of 1877.

281. Mary A. Anderson, The Portland Block, St. Paul, Minn. Teacher
of History, Central High School. 18 years.
282. Agnes E. (Ball) Thomas, Thomasville, Ill. 12 years.
283. Emma E. (Corbett) Parmelee, Normal, Ill. 12 years.
284. Nettie (Cox) Smith, Hudson, Ill. 3 years.
285. Adeline M. (Goodrich) Soule, M.D., Freeport Ill.
286. Anna L. (Martin) Ayers, 4638 Emerald avenue, Chicago. 3 years.
287. Selina M. (Regan) Hunter, Frankfort Station, Ill. 4 years.
288. Laura A. Varner, Santa Barbara, Cal. 19 years.
289. Wilmis (Varner) Metzger, Geyserville, Cal. 4 years.
290. Emily Wing, Jacksonville, Ill. 3 years.
291. Levi D. Berkstresser, 509 Fourth avenue, Cedar Rapids, Iowa.
292. W. I. Berkstresser, Clergyman, Martinsville, Ill. 2 years.
293. Richard G. Bevan, Atlanta Ill. 4½ years.
294. Edwin R. Faulkner, Superintendent City Schools, Texarkana,
Texas. 16 years.
295. Hiram R. Fowler, Elizabethtown, Ill. 8 years.
296. Frank B. Harcourt. New York City. 2 years.
297. George L. Hoffman, Lawyer, Mt. Carroll, Ill. Paid tuition in full
since graduation.
298. Albert Snare, Cozad, Neb. Principal Public Schools. 17 years.
299. Levi Spencer, San Fernando, Cal. 14 years.
300. Edwin R. Swett, Chicago.

Class of 1878.

301. Mary M. (Baird) Burger, 727 East 5th street, Pueblo, Col. 13
years.
302. P. Evangeline (Caudy) Mitchell, Arcola, Ill. 1 year.
303. Jessie (Dexter) Wilder, Belding, Mich. 1 year.
304. Eugenia (Faulkner) Williams, 315 Virginia avenue, Kansas City,
Kas. 10 years.

305. Flora M. (Fuller) Boyd, Messina, Cal. 9 years.
306. Sarah C. Martin. Died at Evanston, Ill., March 7, 1890.
307. Ida (Philbrick) Gaston. Died July 2, 1888.
308. Frances Preston. Died May 3, 1882. 4 years.
309. Florence A. Richardson. Died May 5, 1882. 4 years.
310. Helen L. Wykoff, 706 N. 19th street, Omaha, Neb. Principal Ward School. 15 years.
311. Osci J. Bainum, Olney, Ill. Principal Public Schools. 18 years.
312. John T. Bowles, DeKalb, Ill. Principal Public Schools. 18 years.
313. Oliver P. Burger. Died June 10, 1889. 2 years.
314. Gilbert A. Burgess, Monticello, Ill. 9 years.
315. A. C. Butler, Kewanee, Ill. Superintendent of Schools. 18 years.
316. Andrew W. Elder, Denver, Col. Principal Ward School. 16½ years.
317. Willis C. Glidden, Physician, Beloit, Kas, Taught 3 years during course.
318. C. G. Laybourn, Minneapolis, Minn. 2 years.
319. Edwin H. Rishel, Atoka, Indian Ty. Superintendent Baptist Academy for Indians. 15 years.
320. William N. Spencer, Yorba, Cal. 11 years.
321. George I. Talbot, DeKalb, Ill. 12 years.

Class of 1879.

322. S. Annette Bowman, Moscow, Idaho. Teacher of Drawing and Wood Carving in University of Idaho. 15 years.
323. Amanda M. Crawford, Central High School, Buffalo, N. Y. 8 years.
324. Mary S. (Cummings) Kirk, 461 Sigel street, Decatur, Ill. 2 years.
325. Daisy (Hubbard) Pollit, Frankfort, Ky. 9 years.
326. Harriet E. Morse, Rockford, Ill. 16 years.
327. Nettie (Porter) Powers, Omaha, Neb. 6½ years.
328. Lizzie (Ross) Cook, 143 Racine avenue, Chicago, Ill. 6 years.
329. Julia (Scott) Hunting, Berea, Ky. 12 years.
330. Emily A. (Sherman) Boyer, Englewood, Ill. 2 years.
331. Jennie L. (Wood) Holmes. Died December 5, 1891. 9 years.
332. E. R. Boyer, Englewood, Ill., 645 Sixty-second street. Teacher of Biology in High School. 15 years.
333. Charles R. Cross, Superintendent of Public Schools, Oconomowoc, Wis. 17 years.
334. Silas Y. Gillan, 487 Milwaukee street, Milwaukee, Wis. Editor *Western Teacher*, Teacher of Civics and Pedagogy in National German-American Teachers' Seminary. 17 years.
335. Horace E. Powers, Omaha, Neb., No. 309 Karbach Block.
336. William C. Ramsey, Stockton, Cal. Principal Business College. 14 years.

Class of 1880.

337. Elizabeth Baumgardner. Training Teacher, Springfield, Ill. 15 years.
338. Helen M. (Baxter) Brakefield, Griggsville, Ill. 3 years.
339. Lillian M. (Brown) Fairchild, Berea, Ky. 6 years.
340. May (Hewett) Reeder, Chicopee Falls, Mass. 1 year.
341. Helen F. (Moore) Sanders. 4 years.
342. Isabel (Overman) Diehl, 731 Garfield avenue, Pasadena, Cal. 10 years.
343. Mary E. (Parker) Bixby, McPherson, Kas. 3 years.
344. Grace N. Weeks, Orlando, Fla. 3 years.
345. James W. Adams, Professor of English, University of Nebraska, Lincoln. 10½ years.
346. Andrew L. Anderson, Virginia, Ill. 8 years.
347. Alpheus A. Dillon, Normal, Ill. 1 year.
348. James M. Harper, Conway Springs, Kas. 4 years.
349. Woodman R. Marriet, M.D., Capron, Ill. 4½ years.
350. Carleton E. Webster, Chicago. Principal Greenwood avenue School. 16 years.
351. Edgar Wyatt, Principal of Schools, Strong City, Kas. 5 years.

Class of 1881.

352. Sarah A. Anderson, Virginia, Ill. 14 years.
353. Clara A. (Webster) Bowles, DeKalb, Ill. 9½ years.
354. Mary R. (Gaston) Tear, Chicago. 3 years.
355. Addie (Gillan) Estee, 1422 Wells street, Milwaukee, Wis. 2½ years.
356. Mary J. (Gillan) Eastman, Calumet, Mich. 14 years.
357. Belle Hobbs, DeKalb, Ill. 15 years.
358. Anna P. Knight, Normal, Ill. ¾ year.
359. Helen Middlekauff. 5 years.
360. Celia S. Mills, Fairman, Ill. 6 years.
361. Carrie Rich, 1224 Henry street, Alton, Ill. 14 years.
362. Mary A. Springer. 1½ years.
363. Lizzie P. Swan, Normal School, Milwaukee, Wis. Cataloguer Wisconsin Normal Schools. 10 years.
364. William H. Bean, Blue Mound, Ill. 1 year.
365. Isaac L. Betzer, Topeka, Kas. 5 years.
366. Elmer E. Brown. Professor of Pedagogy, University of California, Berkeley. 9 years.
367. James B. Estee, 1422 Wells street, Milwaukee, Wis. 1 year.
368. G. Frank Miner, Springfield, Ill. Secretary State Board of Public Charities. 12 years.

- 369. Wendell F. Puckett, Wichita, Kas.
- 370. Edward Shannon, Quincy, Ill. 8 years.
- 371. Elmer E. Shinkle. Died August, 1881.
- 372. John H. Tear, Chicago. Principal Washington School. 15 years.
- 373. Nathan T. Veatch, Rushville, Ill. Principal Schools. 15 years.
- 374. Charles B. Walter, 1522 Atlantic avenue, Brooklyn, N. Y. 9 years.

Class of 1882.

- 375. Mattie V. (Bean) Garwood, Blue Mound, Ill. 3 years.
- 376. Matilda Glanville. Died 1883, 1 year.
- 377. Camilla Jenkins, Butler, Ill. 8 years.
- 378. Lida A. (Kelly) Bragg, 611 South Eleventh street, St. Joseph, Mo. 7 years.
- 379. Cora (Lurton) Warwick, Nürnberg, Stabrus str., $\frac{7}{8}$ Germany. 3 years.
- 380. Mattie B. (Maxwell) McPherson, Perry, Iowa. 12 years.
- 381. Lillian W. (Pillsbury) Gates, 2725 North Lincoln street, Ravenswood, Ill. 4 years.
- 382. Mattie L. Powell, 2539 Capitol avenue, Omaha, Neb. 14 years.
- 383. Florence (Hubbard) Leavenworth, 215 and 216 Philadelphia Bank Building, Philadelphia, Pa. $4\frac{1}{2}$ years.
- 384. Louisa M. Scott, 1032 Chicago avenue, Evanston, Ill. 14 years.
- 385. Lettie J. (Smiley) Fraser, Plainfield, Ill. 3 years.
- 386. Charles Fordyce. Professor of Biology, Wesleyan University, Lincoln, Neb. 14 years.
- 387. Jesse F. Hannah, Belvidere, Ill. $2\frac{1}{2}$ years.
- 388. James V. McHugh, Lawyer, Minneapolis, Minn. 3 years.
- 389. Murray M. Morrison, Vinton, Ia. 6 years.
- 390. George W. Reeder, Trinidad, Col. 11 years.
- 391. Milton R. Regan, M.D., Eureka Springs, Ark. 5 years.
- 392. Edwin E. Rosenberry, Mt. Sterling. Died August 30, 1890. 8 years.
- 393. Charles N. Smith, Physician, Homer, Ill. Paid tuition in full.
- 394. William J. Smith. 1 year.
- 395. Evens W. Thomas, room 612, 21 Quincy street, Chicago. 2 years.
- 396. Franklin L. Williams, Clay Center, Kas. 2 years.

Class of 1883.

- 397. Lou M. Allen, Box 84, Colorado Springs, Col. $11\frac{1}{2}$ years.
- 398. Lincoln I. D. Burr, Healdsburg, Cal. $9\frac{1}{2}$ years.
- 399. Mae F. (Downey) Cox, Hudson, Ill. 2 years.
- 400. Elizabeth S. (Glanville) Houston, Polo, Ill. 3 years.
- 401. Nannie R. Gray. Studying in Germany. 12 years.
- 402. Mary E. (Hubbard) Heath, Chicago. 5 years.

403. Caroline A. (Humphrey) Reid, Murrayville, Ill. 2 years.
404. Lucy Johnson. Teacher in Kalamazoo College. 623 South street, Kalamazoo, Mich. 9½ years.
405. Mary E. (Kuhn) Kipp, Minonk, Ill. 10 years.
406. Flora A. (Lewis) Rosenberry, Normal, Ill. 4½ years.
407. Alice (McCormick) Trowbridge, Ravenswood, Ill. 3 years.
408. Martha G. (Martin) Skewis, Marcus, Ia. 3 years.
409. Hattie Paddock, 5761 Dearborn street, Chicago. 12 years.
410. Ada L. Parsons, Woodstock, Ill. 9 years.
411. May M. (Parsons) Glotfelter, Atchison, Kas. 7 years.
412. Ida M. Porter, Normal, Ill. ½ year.
413. Augusta E. Root, 317 Washington street, Dorchester, Mass. 10 years.
414. Harriet Scott, Rockford, Ill. 4 years.
415. Carrie E. (Smith) Turner, Mt. Sterling, Ill. 4 years.
416. S. Elouise (Smith) Crawford, Hamline, Minn. 1 year.
417. Mary C. Spottswood, Rockford, Ill. Principal Ward School. 13 years.
418. Walter T. Blake, 178 Otter street, Stockton, Cal.
419. Frank Burr, Healdsburg, Cal. 4 years.
420. Andrew Engel, 9227 State street, Chicago, Ill. Lilydale School. 13 years.
421. John L. Hall, Fernwood, Ill. 2 years.
422. George Howell, Scranton, Pa. Superintendent of Schools. 12 years.
423. J. M. Humer, Waverly, Ill. 10 years.
424. John S. Ketterman, Ida Grove, Ia. 5 years.
425. William S. Lewis, 136 Merchant street, Decatur, Ill.
426. Cornelius L. Perry, Normal, Ill. 7 years.
427. Eugene W. Pinkley, Kingsburg, Cal. Principal Public Schools. 8 years.
428. Rudolph R. Reeder, Chicopee Falls, Mass. 10 years.
429. David W. Reid, Physician, Murrayville. 6 years.
430. Edward R. Ristine, Mt. Vernon, Ia. Teacher in Cornell College. 12 years.
431. Fred W. Smedley, Student in University of Chicago. 12 years.
432. Charles H. Tallmadge, C., B. & N. Ry., St. Paul, Minn. Paid tuition in full. 1 year.
433. John N. Wayman, Englewood, Ill. Teacher in High School. 13 years.

Class of 1884.

434. M. Emma Biggs, Boulevard School, Chicago. 11½ years.
435. Zella Campbell. Died February 23, 1892.

- 436. Ella J. Caughey, 1320 Eleventh street, Seattle, Wash. 11½ years.
- 437. Carrie A. (Dillon) Milliken. Died December 28, 1892. 2 years.
- 438. Clarissa E. Ela. Teacher of Drawing, Illinois State Normal University. 11 years.
- 439. Carrie M. (Fuller) Judd, Dixon, Ill. 4 years.
- 440. Carrie A. (Gifford) Harvey, Kansas City, Mo. 3 years.
- 441. Mary M. (Hall) Husted. Private School, Bloomington, Ill. 11 years.
- 442. Annie (Hendron) Smith, Mt. Carroll, Ill. 9 years.
- 443. Kate (Lunger) Thorp, Boston, Mass. 6 years.
- 444. Harriet M. (Montgomery) McClure, Atlanta, Ill. 10 years.
- 445. Cora J. Walker, Dwight, Ill. 3½ years.
- 446. Clara A. (Whitcomb) Leaf, Salem, Kas. 6 years.
- 447. Edward Aldrich, Crystal River, Fla. 1½ years.
- 448. David H. Chaplin, Milpitas, Cal. Principal Public Schools. 9 years.
- 449. William D. Edmunds, Gardner, Ill. 9 years.
- 450. Nathan A. Harvey, Kansas City, Mo. Teacher of Science in High School. 11 years.
- 451. William R. Heath, Room 1009, 100 Washington street, Chicago. 4 years.
- 452. Leander Messick, Hill City, Kas. 3 years.
- 453. Orris J. Milliken, Principal of Fallon School, Chicago. 11½ years.
- 454. Austin C. Rishel, Chicago. Teacher of Science in Lake View High School. 11 years.
- 455. Orville T. Rogers, Clergyman, Rushville, Ill. 2 years.
- 456. Monroe W. Utz. Died 1893. 3½ years.
- 457. James C. Wood, Lusk, Wyo. 3 years.

Class of 1885.

- 458. M. Joice Adams, Normal, Ill. 6½ years.
- 459. Sue P. Adams, Normal, Ill. 2 years.
- 460. Eva M. (Blanchard) Snedaker, box 245, Pomona, Cal. 1½ years.
- 461. Helen A. Dewey, Colorado Springs, Colo. 10 years.
- 462. Agnes (Elliott) Johnson, Ichoufu, China. 3 years.
- 463. Maggie J. Grant, Sunny Hill, Ill. 9 years.
- 464. Ruby C. (Gray) Jordan, Sterling, Ky. 3 years.
- 465. Olive B. (Hubbard) Partridge, 114 South Twenty-ninth street, Omaha, Neb. 7 years.
- 466. Luella (McVey) Stafford, Maroa, Ill. 4 years.
- 467. Anna Reid, 918 John Street, Seattle, Wash. 10 years.
- 468. Katie (Saltzman) Collins, 1003 West Front street, Bloomington, Ill. 6 years.

469. Helen E. (Savage) Rowley, Lockport, Ill. 4 years.
470. Lucy E. (Stewart) Brown, Champaign, Ill. 4 years.
471. Emma (Werley) Häusing, Chapaca, Washington. 7 years.
472. Alexander Cation, Walla Walla, Wash. 6 years.
473. Thornton R. Fraser. Drowned while in charge of Golconda Public Schools.
474. Louis H. Galbreath. Principal of Training Department, State Normal School, Winona, Minn. 6 years.
475. John H. Glotfelter, Atchison, Kan. Superintendent City Schools. 10 years.
476. Charles L. Howard, Arrowsmith, Ill. 3 years.
477. Lyon Karr, Eureka, Ill. 9 years.
478. John R. Kellogg, Woodstock, Ill. 9 years.
479. Thomas B. McMurray, Divernon, Ill. 8 years.
480. John C. Mountjoy, 5648 Drexel avenue, Chicago. 10 years.
481. Cornelius S. Tarbox, Mont Clare, Ill. 9 years.
482. Oliver R. Trowbridge, 63 Metropolitan Block, Chicago, 4 years.
483. John J. Wilkinson, Student in Germany. 7 years.
484. Thomas E. Will, Professor of Economic Science, State Agricultural College, Manhattan, Kan. 7 years.
485. Isaac H. Yoder, Wellington, Ill. Principal Public Schools. 10 years.

Class of 1886.

486. Septina Baker, Oakland, Cal. 6 years.
487. Lutie A. (Bush) Saltonstall. Died January 9. 1889. 1 year.
488. Theodora Gildemeister. Training Teacher Southern Illinois State Normal University, Carbondale, Ill. 10 years.
489. Cora Glidden, De Kalb. 6 years.
490. Lucy D. (Gray) Gridley, Rapid City, S. D. 3 years.
491. Saidee J. Gray, Cairo, Ill. 10 years.
492. Minnie B. (Kelley) Bowles, M. D., Joliet, Ill. 5 years.
493. Mary L. Kimball, Bloomington, Ill. 507 West Locust street. Teacher of English Literature, High School. 10 years.
494. Margaret H. J. Lampe, 619 East Chestnut street, Bloomington, Ill. 8 years.
495. Florence (McVay) Custer, Pontiac, Ill. 7 years.
496. Hattie A. Mills. Died July 15, 1890. 4 years.
497. Mary (Piper) Anderson, Charleston, Ill. 8 years.
498. Alma E. (Ross) Belsley. Died October 6, 1895. 1½ years.
499. Olive Sattley, Taylorville, Ill. 10 years.
500. May (Shinn) Giddings, Normal, Ill. 2½ years.
501. Eva G. (Telford) McClurkin, Sparta, Ill. 6 years.

502. Juliet A. (Wallace) Hitt, 10616 Prospect avenue, Chicago, Ill. 6 years.
503. David W. Creekmur, 933 Marquette Bldg., Chicago, Ill. 8 years.
504. Levi R. Fitzner, Capron, Ill. County Superintendent. 8 years.
505. John H. Fleming, Pleasant Hill, Ill. 6 years.
506. Charles W. Hart, Marengo, Ill. Principal Public Schools. 10 years.
507. Robert E. Hieronymous, Eureka, Ill. Professor of English, Eureka College. 8 years.
508. Martin L. McIntyre, Nokomis, Ill. 8 years.
509. Samuel D. Magers, Principal High School, Dallas, Tex. 7 years.
510. Thomas O. Moore, Ottawa, Ill. Teacher in Township High School. 10 years.
511. Clarence H. Watt, 304 Forty-first street, Chicago, Ill. 7 years.
512. Walter J. Watts, Room 41, 95 Clark street, Chicago, Ill. 2 years.

Class of 1887.

513. Jennie (Armstrong) Manning, Harrisburg, Ohio. 6 years.
514. Mary E. Coffey, Oak Park, Ill. 9 years.
515. Rosalia Colburn, Eureka, Ill. 5½ years.
516. Anna L. Colson, Plainfield, Ill. 6 years.
517. Martha (Crist) Kasbeer. Died January 30, 1891. 1 year.
518. Carrie Crum, Lewiston, Idaho. 9 years.
519. Laura L. Furman. Died at Normal, September 16, 1888.
520. Carrie B. (Goode) Adams, Lincoln, Neb. 2 years.
521. E. Margaret Hursey, Normal, Ill.
522. Cynthia A. Rutledge, 1499 Washington Boulevard, Chicago. 5 years.
523. Flora B. Smith, 657 West Main street, Decatur, Ill. 9 years.
524. Mary J. Watt. Died, ———. 7 years.
525. Josepha H. E. Witte, Carlinville, Ill. 4 years.
526. Jacob S. Cline, 1494 Fulton street, Chicago. 1 year.
527. Edwin S. Combs, Carthage, Ill. Student at University of Michigan. 7 years.
528. John W. Creekmur, 934 Marquette Building, Chicago. 8 years.
529. John H. Gray, Professor of Political Economy, N. W. University, Evanston, Ill. 5½ years.
530. George M. Holferty. Studying in Europe. 3 years.
531. Joab R. Kasbeer, Denver, Col. 4 years.
532. Thomas M. Kilbride. Principal Ward School, Springfield, Ill. 6 years.
533. William J. Rowson, Harvard, Ill. 8 years.
534. Adna T. Smith, Eureka, Ill. Teacher in Eureka College. 3 years.
535. Almeron W. Smith, Collegiate Institute, Salt Lake City. 6 years.
536. Amos Watkins, Clergyman, Los Animas, Col. 2 years.

Class of 1888.

537. Maude I. Abbott, 816 East Douglas street, Bloomington, Ill. 5 years.
538. Louise L. (Babcock) Arenschield, Eldon, Iowa. 3 years.
539. M. Sophie Barry, Galena, Ill. 2 years.
540. Mary E. Corson, Danville, Ill. 8 years.
541. Sarah G. (Corson) Laird, Lanark, Ill. 5 years.
542. Ida E. (Crouch) Hazlett, Rico, Col. $4\frac{1}{2}$ years.
543. Ida L. Elkins, Evanston, Ill. 8 years.
544. Ella M. (Ferris) Kitfield, Denver, Col., cor. Sixteenth and Clark-son. 2 years.
545. Florence M. (Gaston) Smith, Normal, Ill. 2 years.
546. Hattie M. (Hedges) Patton, Gold Hill, Col. 2 years.
547. Nettie S. Hunter, West Denver High School, Denver, Col. 7 years.
548. Hulda (Koester) Clark, 1251 Stout street, Denver, Col. 4 years.
549. Emma (Lisk) Guthrie. Died October 4, 1891. 1 year.
550. Lydia (Merrill) Tarbox, Mont Clare. 6 years.
551. Emma H. Parker, Elmoville, Ill. 7 years.
552. Ellen Reid, 918 John street, Seattle, Wash. 8 years.
553. Anna M. (Smith) Brown, Divernon, Ill. 5 years.
554. Carrie V. (Smith) Stebbins, Salt Lake City. 5 years.
555. Jessie E. (Sumner) McReynolds, Virginia, Ill. 4 years.
556. Mina M. Watson, 935 Jackson Boulevard, Chicago, Ill. 8 years.
557. Fred Barton, Pleasant Hill, Ill. 5 years.
558. Howard S. Brode. Student in University of Chicago. 5 years.
559. William N. Brown, Des Moines, Ia. 4 years.
560. Hanan McCarrel, Principal of Schools, Griggsville, Ill. 8 years.
561. Anthony Middleton, Principal of Schools, Chenoa, Ill. 7 years.
562. William Minier, Superintendent of Schools, Pana, Ill. 8 years.
563. William J. Morrison. Swarthmore College, Swarthmore, Pa. 6 years.
564. Elijah Needham, Ashland, Ill. Principal of Schools. 8 years.
565. Edmond C. Parker, Rochelle, Ill. 3 years.
566. Charles F. Philbrook. Principal Public Schools, Rochelle, Ill. 8 years.
567. Francis M. Richardson, Principal of Schools, Fairbury, Ill. $7\frac{1}{2}$ years.
568. Lewis Rhoton, Little Rock, Ark. Principal High School. 8 years.
569. Edmund B. Smith. Principal Public Schools, Normal, Ill. 8 years.
570. James W. Tavenner. Superintendent of Schools, Chillicothe, Ill. 8 years.
571. Washington Wilson, Chico, Cal. Head of Department of Educa-tion in State Normal School. 8 years.

Class of 1889.

- 572. M. Kate (Bigham) Brode, Chicago, Ill. 4 years.
- 573. Anna M. Brisbane. Died August, 1891. 2 years.
- 574. Maggie H. (Brown) Aldrich, Keokuk, Ia. 5 years.
- 575. Margaret (Burns) Shry, Porterville, Cal. 3 years.
- 576. Luella M. Denman. Teacher of English, Illinois Wesleyan University, Bloomington. Ill. 4 years.
- 577. Florence (Guthrie) Hutchings, San Bernardino, Cal. 7 years.
- 578. Estella L. (Hurd) Adams, El Paso, Ill. 4 years.
- 579. Elizabeth K. (McElroy) Rishel, Rinconada, N.M. 7 years.
- 580. Cora F. Philbrook, Normal, Ill. 5 years.
- 581. Sara L. (Saltzman) Rhea, 1212 North Oak street, Bloomington, Ill. 2 years.
- 582. Minnie E. Wilson, Hing Hua, China, Missionary. 1½ years.
- 583. William Aldrich, Keokuk, Iowa. 6 years.
- 584. Sherman Cass, Prin. Public Schools, Homer, Ill. 7 years.
- 585. Charles M. Fleming, Shelbyville, Ill. 6 years.
- 586. Enoch A. Fritter, Monticello, Ill. Principal of High School. 7 years.
- 587. William J. Galbraith. Teacher of Grammar and Reading, State Normal School, Whitewater, Wis. 3 years.
- 588. Richard Heyward, Yorkville, Ill. Principal of Schools. 6 years.
- 589. Albert E. Jones, Sterling, Ill. 7 years.
- 590. George A. Weldon, Pontiac, Ill. Principal of Schools. 6 years.
- 591. Frank L. Young. Student in Harvard University, Cambridge, Mass.

Class of 1890.

- 592. Julia M. Case, Earlville, Ill. 3½ years.
- 593. Mary R. Cleveland, Normal, Ill. 3 years.
- 594. Alfaretta Fisher, Aledo, Ill. 6 years.
- 595. N. Lee (Foley) Luce, 308 Maple avenue, Oak Park, Ill. 4 years.
- 596. Minnie L. Gay, Southland, Ark. 6 years.
- 597. Honor (Hubbard) Easton, Woodstock, Ill. 3 years.
- 598. Rose W. Humphrey, Neenah, Wis. 5 years.
- 599. Hattie H. Lischnewski, Chicago, Ill.
- 600. Alice J. Patterson, Fairbury, Ill. 5½ years.
- 601. Thirza M. Pierce, 2006 Sherman avenue, Evanston, Ill. 3 years.
- 602. Cora M. Porterfield, Chicago. Student in University of Chicago. 5 years.
- 603. Margaret C. Power, Pontiac, Ill. 6 years.
- 604. A. Laurie (Renshaw) Frazeur, Chicago, Ill. 1 year.
- 605. Lavina E. Roberts, Pittsfield, Ill. Editor *People's Advocate*.

606. Belle C. Robinson, Mont Clare, Ill. $1\frac{1}{2}$ years.
607. Alice E. Smart, Scales Mound, Ill. $\frac{1}{2}$ year.
608. Maggie L. Smith. Student at Wesleyan University. Normal, Ill. 5 years.
609. Cora E. (Snider) Irwin, Normal, Ill.
610. Maud Valentine, Normal, Ill. Assistant Training Teacher, State Normal School.
611. Nellie M. Wheeler. Died March 25, 1891.
612. Mary Lou Whitney, Peoria, Ill. 5 years.
613. Ida Woods, 92 Brompton Road, London, England. 5 years.
614. Emily C. Zigler, Penrose, Ill. 6 years.
615. Rudolph H. H. Blome, Paxton, Ill. Principal of Rice Collegiate Institute. $5\frac{1}{2}$ years.
616. Lyman W. Childs, 55 Archwood avenue, Cleveland, Ohio. Paid tuition since graduation. 1 year.
617. Louis B. Easton, Prin. Public School, Woodstock, Ill. 6 years.
618. Emil R. Greabeiel, Elm Creek, Neb. 3 years.
619. John W. Hall, Buffalo, N. Y. Teacher in School of Pedagogy. 3 years.
620. Lincoln E. Harris, Colorado Springs, Col. 5 years.
621. Dudley G. Hays, Englewood, Ill. Instructor in Science in High School. 6 years.
622. Frank E. King. Student in University of Illinois. 2 years.
623. Charles V. McReynolds, Virginia, Ill. Principal Public Schools. 6 years.
624. Harry C Metcalf. Student in Germany.
625. Charles A. Perkins, Normal, Ill. 3 years.
626. K. Girard Whittaker, East St. Louis, Ill. 5 years.
627. Albert N. Young, Rutland, Ill. Principal Public Schools. 5 years.

Class of 1891.

628. Trophie J. (Amerman) Snyder, Flora, Ill. $2\frac{1}{4}$ years.
629. Clara B. Bishop, Piper City, Ill. 2 years.
630. Kate E. Conover, Peculiar, Mo. 4 years.
631. Bessie (Curtis) Young, Rutland, Ill. 5 years.
632. Carrie E. Flinn, Pana, Ill. 4 years.
633. Rebecca A. Foley, Rushville, Ill. 4 years.
634. Emma Hill, West Point, Miss. 5 years.
635. Grace Hite, 424 N. 9th street, East St. Louis, Ill. 5 years.
636. Anna M. Kienzle, Bloomington, Ill. 2 years.
637. Bessie A. McCann, 206 Sherman street. Joliet, Ill. 3 years
638. Sara A. McGill, Austin, Ill. 4 years.
639. Edna Mettler, Oconto, Wis. 2 years.

- 640. Alice L. Raymond, Vacaville, Cal. 2 years.
- 641. Maud M. Root, Hinsdale, Ill. 5 years.
- 642. Katherine G. (Spear) Hadfield, Milwaukee, Wis. 2 years.
- 643. Emma (Spurgeon) Dixon, Roseville, Ill. 2 years.
- 644. Lillian Thompson, Warrensburg, Ill. 3 years.
- 645. Lucy E. Wallace, 109 Bowen place, Joliet, Ill. Teacher in Chicago Schools. 4 years.
- 646. Charles A. Armstrong, Lincoln, Ill. 5 years.
- 647. John H. Cox, Brown University, Providence, R. I. 5 years,
- 648. William S. Dewhirst, office Auditor for War Department, Washington, D. C.
- 649. Philip H. Erbes, 627 Davis avenue, Chicago.
- 650. James J. Ferguson, Onarga, Ill. Teacher of Pedagogy, Grand Prairie Seminary. 5 years.
- 651. Casper G. Hanawalt. 3 years.
- 652. William D. Hawk, Colfax, Ill. 4 years.
- 653. Grant Karr, Student at Jena, Germany. 4 years.
- 654. William H. Kring, Kappa, Ill.
- 655. Bertrand D. Parker, Jr. Principal of High School, Rockford, Ill. 3 years.
- 656. James B. Pollock, Ann Arbor, Mich. Assistant in Botany, U. of M. 2 years.
- 657. George W. Reid, Wenona, Ill. Principal Public Schools. 5 years.
- 658. James J. Sheppard, Decatur, Ill. Principal of High School. 2 years.
- 659. Charles C. Wilson, 285 Barrow street, Jersey City, N. J. 2 years.

Class of 1892.

- 660. Ella M. Andrew, 350 E. Chicago avenue, Chicago, Ill. 4 years.
- 661. Ruth C. Baller, Bloomington, Ill. 4 years.
- 662. Alma (Boyer) Hatch, Oak Park, Ill.
- 663. Eliza Breuer, Sandwich, Ill. 3 years.
- 664. Caroline M. Butterfield, Terre Haute, Ind. 1 year.
- 665. Florence J. Clark, DeKalb, Ill. 4 years.
- 666. Ellen R. (Connett) Detweiler, 1314 S. 27th street, Omaha, Neb. 3 years.
- 667. Bella L. Cook, 1507 Oakdale avenue, Chicago, Ill. 4 years.
- 668. Etta Fordyce, Monmouth, Ill. 4 years.
- 669. Belinda E. (Garrison) Miller, Jerseyville, Ill. 2 years.
- 670. Hattie J. Gaston, Chicago, Ill. 2 years.
- 671. Cora (Laign) Rigby, Oak Park, Ill. 2 years.
- 672. Katherine E. McGorray, 877 S. Webster street, Decatur, Ill. 4 years.

673. Mary E. McGinnis, Saybrook, Ill. 3 years.
674. Mary Neff, Tracy, Minn. 4 years.
675. Jessie Peasley, Bloomington, Ill. 4 years.
676. Phebe R. Vail, Lone Tree, Ill. 2½ years.
677. Minnie Whitham, Oak Park, Ill. 4 years.
678. James E. Ament, Superintendent of Public Schools, Rock Island, Ill. 3 years.
679. Frank G. Blair. Student in Swarthmore College, Swarthmore, Pa. 3 years.
680. Edwin L. Boyer. Assistant High School, Bloomington, Ill. 4 years.
681. R. Olin Butterfield. Professor of Biology, State Normal School, Terre Haute, Ind. 2 years.
682. Elmer W. Cavins. Assistant State Normal University, Normal, Ill. 4 years.
683. Cary R. Colburn. Principal Broadway High School, West Superior, Wis. 2 years.
684. Lewis W. Colwell. Principal Linné School, 1661 N. Troy street, (Station G), Chicago, Ill. 2 years.
685. S. A. D. Faris. Principal of Public Schools, Perry, Ill. 4 years.
686. William C. Fulton, Roanoke, Ill. 1 year.
687. G. Charles Griffiths, Principal of Grammar School, Austin, Ill. 4 years.
688. Luther A. Hatch, Principal Ward School, Oak Park, Ill. 4 years.
689. Charles C. Herren, Bristol, Ill. 3 years.
690. Morris E. Killam, Tower Hill, Ill. 3 years.
691. Mack M. Lane, Hegewisch, Ill. Principal Henry Clay School, Chicago. 4 years.
692. John B. Moulton, Henson Park, Ill. 3 years.
693. Swen F. Parson. DeKalb, Ill. 2 years.
694. Royal W. Sanders, Bloomington, Ill. 3 years.
695. William J. Sutherland. Principal Public Schools, Oregon, Ill. 4 years.
696. Benjamin F. Vaughan. Decatur, Ind. 2 years.
697. Charles F. Watt. 3 years.

Class of 1893.

698. Jennie Bailey, Moline, Ill. 3 years.
699. Mae Cook, Marinette, Wis. 1½ years.
700. Jessie H. Cunningham, Richmond, Ind. 3 years.
701. Nettie T. Dahl, Granville, Ill. 3 years.
702. Jude E. Davis, Rushville, Ill. 2 years.
703. Margretta Hart, Maywood. Beauview School, Chicago. 3 years.

704. Carrie P. Herndon, Morgan Park, 3 years.
705. Lizzie I. Hilton, Maywood, Ill. 3 years.
706. Georgia J. Kimball, 111 N. Guilford street, Huntington, Ind. 3 years.
707. Marguerite (McElroy) Westbrook, Paxton, Ill. 2 years.
708. Sarah C. Parker, Stewart, Ill. 2 years.
709. Edith S. Patten. Principal Public Schools, Cortland, Ill. 3 years.
710. Mary Weber, LaSalle. 3 years.
711. Minnie S. Whitaker, Charleston, Ill. 1 year.
712. Kate White, Principal of Schools, Brocton, Ill. 3 years.
713. Mary L. Wilcox, 723 North Third street, Springfield, Ill. 1½ years.
714. Jennie R. Wright, Savanna, Ill. 3 years.
715. Archibald J. Alcorn. Principal Public Schools, Washburn, Ill. 3 years.
716. Edward C. Backer, Ravenswood School, Chicago. 3 years.
717. Herman J. Backer, Rose Hill School. Chicago. 3 years.
718. Joseph A. Dixon, Principal Public Schools, Roseville, Ill. 3 years.
719. William B. Elliott, Altona, Ill. 3 years.
720. George H. Gaston. Student University of Illinois. 1 year.
721. William L. Goble. Principal Public Schools, Kansas, Ill. 2 years.
722. Walter S. Goode. Principal Public Schools, Palestine, Ill. 3 years.
723. Paul E. Grabow. Principal Public Schools, Malta, Ill. 3 years.
724. James A. Hodge. Principal Public Schools, Maroa, Ill. 2 years.
725. Warren Jones. Principal Public Schools, Lima, Ill. 3 years.
726. John P. Merker. Assistant in High School. Belleville, Ill. 3 years.
727. John D. Murphy. Student Danville Theological Seminary, Danville, Ky. Paid tuition in full.
728. William S. Pierce. Teacher of Science in High School, Aurora, Ill. 3 years.
729. William D. Scott. Principal Public Schools, Leland, Ill. 3 years.
730. Herbert C. Waddle. Principal Public Schools, Vinton, Iowa. 3 years.
731. William S. Wallace. Principal Public Schools, Henry, Ill. 3 years.
732. Henry D. Willard, 726 West Seventh street, Los Angeles, Cal. 3 years.

Class of 1894.

733. Isabella Anderson, McLean, Ill. 2 years.
734. Cora Belle (Barney) Bellows, 2147 Sherman avenue, Evanston, Ill. 1 year.

- 735. Willie Belle Butler, Oak Park, Ill. 2 years.
- 736. Augusta Elizabeth Corbin, Elwood, Ill. 6 months.
- 737. Annie Ethelyn Gaylord, Plymouth, Ill. 2 years.
- 738. Eleanor Hampton, Austin, Ill. 2 years.
- 739. Eva Belle Houser, Atlanta, Ill. 2 years.
- 740. Mary Josephine McCafferty, Rankin, Ill. 2 years.
- 741. Lillian Samantha Nelson, Champaign, Ill. 2 years.
- 742. Evelyn Peltier, Chicago. 2 years.
- 743. Pauline Marie Rosalie Schneider, Clintonville, Wis. 2 years.
- 744. May Slocum, Evanston, Ill. 2 years.
- 745. Lida Jane Smith, Lexington, Ill. 2 years.
- 746. Rosa Waugh, Dixon, Ill. 2 years.
- 747. Frederic Delos Barber, Gardner, Ill. 2 years.
- 748. Herbert Bassett, Principal East Side School, El Paso, Ill. 2 years.
- 749. Joseph Grant Brown, Assistant in Science Department State Normal School, Normal, Ill. 2 years.
- 750. Charles Dayton Coley, Principal Public School, Oneida, Ill. 2 years.
- 751. Thomas Higdon Gentle, Student in Jena, Germany.
- 752. Edward Clement Graybill, De Land, Ill. Principal of Public Schools. 2 years.
- 753. Albert Smith Hanna, Student in Harvard University.
- 754. John Alexander Hull Keith, Principal Grammar Department Practice School, Normal, Ill. 2 years.
- 755. Wilson Klinger, Student in Jena, Germany.
- 756. Mason E. Knapp, Principal Public Schools, Braidwood, Ill. 2 years.
- 757. Benjamin Clay Moore, Principal Public Schools, Mackinaw, Ill. 2 years.
- 758. Frederick Gilgert Mutterer, Principal High School, Galena, Ill. 2 years.
- 759. Curtis Finley Pike, Student in U. of I., Champaign. 1 year.
- 760. Jacob W. Rausch, Principal Public School, Mazon, Ill. 2 years.
- 761. William Thomas Skinner, Principal Public School, McLean, Ill. 2 years.
- 762. Ernest Algier Thornhill, Assistant in Practice School, Normal, Ill. 2 years.
- 763. William Wesley White, Apple River, Ill. 2 years.

Class of 1895.

- 764. Fannie Baller, Normal, Ill.
- 765. Mabel Winslow Barrett, Yorkville, Ill. 1 year.
- 766. Mary Bertha Boulter, Evanston, Ill. 1 year.

- 767. Martha Alice Grattan, West Superior, Wis. 1 year.
- 768. Phebe Hammond, Dixon, Ill. 1 year.
- 769. Margaret Hanna, Coal Valley, Ill. 1 year.
- 770. Mary Emma Morgan, Keithsburg, Ill. 1 year.
- 771. Nellie Maria Phillips, Assistant in Practice School, Normal, Ill. 1 year.
- 772. Louemma Raber, Freeport, Ill. 1 year.
- 773. Anna Barbara Schulte, Dixon, Ill. 1 year.
- 774. Agnes Marion Smith, Deer Creek, Ill. 1 year.
- 775. Laura Mabel Thompson, Bartlett, Ill.
- 776. William Ross Cothorn, Keithsburg, Ill. 1 year.
- 777. Frederick George Curtis, Principal Public Schools, Dalton Station, Ill. 1 year.
- 778. Henry Hugh Edmunds, Principal Public Schools, Sullivan, Ill. 1 year.
- 779. John William Fisher, Principal High School, Peru, Ill. 1 year.
- 780. William E. Hedges, Principal Public Schools, Macon, Ill. 1 year.
- 781. Edward Richard Hendricks, Principal Public Schools, Leland, Ill. 1 year.
- 782. Thomas Arthur Hillyer, Principal High School, Shelbyville, Ill. 1 year.
- 783. Samuel B. Hursh, Principal Ward School, Sterling, Ill. 1 year.
- 784. Joseph McNichols Hutchinson, Principal Public Schools, Wyoming, Ill. 1 year.
- 785. Granville Bond Jeffers, Principal Ward School, Bloomington, Ill. 1 year.
- 786. Frank Lindley, Loda, Ill. 1 year.
- 787. Justin Jay Love, Principal Public Schools, Kane, Ill. 1 year.
- 788. George Edward Marker, Principal High School, Effingham, Ill. 1 year.
- 789. Andrew Hutton Melville, Principal Public Schools, Riverdale, Ill. 1 year.
- 790. Chessley Justin Posey, Principal Public Schools, Minier, Ill. 1 year.
- 791. Reuben Tiffany, Principal Public Schools, Neoga, Ill. 1 year.
- 792. Clyde Renal Travis, Principal High School, Greenfield, Ill. 1 year.
- 793. Thomas Brinton Wortman, Principal Public Schools, Rosemond, Ill. 1 year.

High School Alumni.

(These persons, except those who graduate also from the Normal Department, paid their tuition in full, and are under no obligation to teach.)

Class of 1865.

1. Gertrude (Case) Young, Dayton, O. Taught 9 years.
2. Clara V. (Fell) Fyffe, Normal, Ill.
3. Charles L. Capen, Bloomington, Ill. Lawyer.
4. Howard C. Crist. Died 1883.
5. Hosea Howard, St. Louis, Mo. Wabash, St. Louis & Pacific Ry.
6. William McCambridge, Bloomington, Ill. Editor *Pantagraph*.
7. Robert McCart, Cripple Creek, Colo. Lawyer.

Class of 1868.

8. Annie (Edwards) Dougherty, Peoria, Ill. Taught $1\frac{1}{2}$ years.
9. R. Arthur Edwards. See No. 137.

Class of 1869.

10. Gratiot Washburn. Died 1886.

Class of 1870.

11. Almira A. Bacon.
12. Nellie (Galusha) Smith, Peoria, Ill. Taught 1 year.
13. William Burry, Chicago. Lawyer.
14. William Duff Haynie, Chicago, Rookery Bldg. Lawyer.
15. William H. Smith, Peoria, Ill. Taught 4 years. County Superintendent $6\frac{1}{2}$ years.

Class of 1871.

16. Alice C. Chase, Chicago. With *Inter-Ocean*.

Class of 1872.

17. Chalmers Rayburn, Burns, Kas. Taught 6 years.
18. Newton B. Reed, Woonsocket, South Dakota.

Class of 1873.

19. M. Louise Abraham, Chicago. Taught 9 years.
20. Edmund J. James. Professor of Political Economy, University of Chicago. Taught 15 years.
21. J. Dickey Templeton, Bloomington, Ill. First National Bank.

Class of 1874.

22. Adele (Cook) Sample, Paxton, Ill.

23. 1. Eddy Brown. See No. 232.

Class of 1875.

24. Ann S. Wheaton, San Diego, Cal. Taught 11 years.

25. Nicholas T. Edwards, Los Angeles, Cal. Clergyman. Taught 1 year.

26. Frank W. Gove, Denver, Col. Taught 2 years.

27. Emrick B. Hewitt. Died March, 1879.

Class of 1876.

28. J. Calvin Hanna. See No. 272.

29. Arabella D. Loer, Mexico, Mo.

30. Charles A. McMurry, Supervisor of Practice, State Normal School, Normal, Ill. Taught 12 years.

Class of 1877.

31. Sarah (Coolidge) Hoblit, Bloomington, Ill.

32. Jennie Kingsley. Died in Denver, November, 1879. Taught 2 years.

33. Sabina F. (Mills) Dickey, Boulder Creek, Cal. Taught 8 years.

34. Laura Sudduth, Normal, Ill.

35. Frank A. Blandin, Rutland, Ill.

36. George A. Franklin, Faribault, Minn. Superintendent Public Schools. Taught 14 years.

37. Theodore T. Hewitt, Freeport, Ill. Banker.

Class of 1878.

38. Rachel M. (Fell) Treagle, Morrisonville, Mo. Taught 2 years.

39. Frances Preston. See No. 308.

40. Anna (Sudduth) Hopper, Galesburg, Ill.

41. Willis C. Glidden. See No. 317.

42. Dorus C. Hatch, Georgetown, Col. Superintendent Public Schools. Taught $5\frac{1}{2}$ years.

43. C. G. Laybourn. See No. 318.

44. Theodore W. Peers, Topeka, Kas. Physician. Taught 1 year.

Class of 1879.

45. Fannie C. Fell, Normal, Ill. Taught 5 years.

46. Hattie (Follette) McNamar, Woodstock, Ill.

47. Mary (Sudduth) McCormick, Normal, Ill.

- 48. Silas Y. Gillan. See No. 334.
- 49. Frank B. Harcourt. See No. 296.
- 50. Nelson K. McCormick, Normal, Ill. Physician.
- 51. Frank McMurry. Dean School of Pedagogy, Buffalo, N. Y.
Taught 9 years.
- 52. Oscar McMurry, 100 Washington street, Chicago, Ill. Architect.
Taught 4 years.
- 53. Thomas Williams, Lincolnville, Kan.

Class of 1880.

- 54. Helen M. (Baxter) Brakefield. See No. 338.
- 55. May (Hewett) Reeder. See No. 340.
- 56. Alice (McCormick) Trowbridge. See No. 407.
- 57. Frances Ohr, St. Paul, Minn. 520 Cedar street. Taught 11 years.
- 58. Frank Lufkin, City of Mexico.
- 59. Herbert McNulta, Chicago, Ill.
- 60. George K. Smith, St. Louis, Mo.

Class of 1881.

- 61. Elmer E. Brown. See No. 366.
- 62. John H. Tear. See No. 372.

Class of 1882.

- 63. B. Bayliss Beecher, Memphis, Tenn.

Class of 1883.

- 64. Mary L. (Beecher) Ensley, Memphis, Tenn.
- 65. Flora (Lewis) Rosenberry. See No. 406.
- 66. Dollie A. (McGowan) Gharst, Riverside, Cal. Taught 6 years.
- 67. Ida M. Porter. See No. 412.
- 68. Lillie M. (Walker) Smith, Homer, Ill. Taught 1 year.
- 69. William A. Crawford, 254 Hennepin avenue, Minneapolis, Minn.
- 70. Isaac B. Hammers, Panola, Ill. Taught 2 years.
- 71. W. Herbert Higby, Streator, Ill.
- 72. Edward F. Parr, Chicago, Ill., 171 LaSalle street.
- 73. Frank H. Thorp. Teacher Institute of Technology, Boston, Mass.
3 years.

Class of 1884.

- 74. Edward Aldrich. See No. 447.
- 75. Leader Messick. See No. 452.

Class of 1885.

- 76. Murray M. Morrison. See No. 389.
- 77. M. Joice Adams. See No. 458.

- 78. Robert H. Elder, New York City, 50 Irving place.
- 79. Harry M. Loehr, Bloomington, Ill.

Class of 1886.

- 80. Jessie M. Dillon, Normal, Ill. 3½ years.
- 81. Saidee J. Gray. See No. 491.
- 82. Mary L. Kimball. See No. 493.
- 83. Cora M. Rowell, Fresno, Cal. 5 years.
- 84. Olive Sattley. See No. 499.
- 85. May (Shinn) Giddings. See No. 500.
- 86. Juliet A. (Wallace) Hitt. See No. 502.
- 87. Lee O'Neil Browne, Lawyer, Ottawa, Ill.
- 88. Jesse Hammers. Died December 2, 1890.
- 89. Fred E. Jenkins, Principal Preparatory Department Shattuck School, Faribault, Minn. Taught 9 years.
- 90. Harrie H. Town, Banker, Earlville, Ill.

Class of 1887.

- 91. Lucy Coolidge, Decatur, Ill. Teacher in High School. 4½ years.
- 92. Martha (Crist) Kasbeer. See No. 517.
- 93. Bertha M. (Glidden) Bradt, De Kalb, Ill.
- 94. Alice F. (Tryner) Evans, Bloomington, Ill.
- 95. Joab A. Bohrer, Bloomington, Ill. 4 years.
- 96. Alexander M. Cunningham. Missionary, Pekin, China.
- 97. J. Robert Effinger, Jr., Professor of French of U. of M., Ann Arbor, Mich. Taught 5 years.
- 98. Walter H. Green, Orleans, Neb.
- 99. Charles B. Harrison, Bloomington, Ill.
- 100. Joab R. Kasbeer. See No. 531.
- 101. George M. Peairs. Physician, Morris, Ill. Taught 1 year.
- 102. Harry J. Peairs, Allegheny City, Pa. Taught 1 year.
- 103. Leonard M. Prince. Died November 1, 1895.
- 104. William F. Ryburn, Milford, Ill.
- 105. John A. Scott, Evanston, Ill. Instructor in Greek. Taught 4 years.

Class of 1888.

- 106. M. Sophie Barry. See No. 539.
- 107. Laura McCurdy, Bloomington Ill.
- 108. Josie L. (Roberts) Bent, Oglesby, Ill. Taught 3 years.
- 109. Clarence C. Carroll, Bloomington, Ill.
- 110. Dexter W. Fales, M. D., 915 L. St. N. W., Washington, D. C.
- 111. Hanan McCarrell. See No. 560.
- 112. Walter G. Porter, Normal, Ill.

Class of 1889.

- 113. Luella M. Denman. See No. 576.
- 114. Sarah L. (Saltsman) Rhea. See No. 581.
- 115. Lemuel F. Buck, Moawequa, Ill.
- 116. Clifford H. Coolidge, Bloomington. Ill.
- 117. Francis G. Dullam, Minneapolis, Minn.
- 118. Lucian H. Gilmore. Professor, Throop Polytechnic Institute, Pasadena, Cal.
- 119. Theodore L. Harley. Principal of High School, Olney, Ill. 2 years.
- 120. Joseph Manley. Teacher in Marietta College, Ohio. Taught 3 years.
- 121. Edmund B. McCormick. Massachusetts Institute of Technology.
- 122. Brainard L. Spence, Oakland, Cal.
- 123. Harry Weber, Washington, D. C.

Class of 1890.

- 124. Iva M. Durham, Deaconess Home, 2978 Main street, Buffalo, N.Y. 3 years.
- 125. Annie L. Glidden, Chicago. 2 years.
- 126. Clara B. James, Philadelphia, Pa. Taught 2 years.
- 127. Cora M. Porterfield. See No. 602.
- 128. May Skinner, Normal, Ill.
- 129. Kittie D. (Wright) Stillhammer, Bloomington, Ill.
- 130. Jesse L. Frazeur, Chicago. 2 years.
- 131. Frank E. King. See No. 622.
- 132. Silas Ropp, Irving Park, Ill.
- 133. James F. Wilson, Mt. Palatine. Ill. Taught 2 years.

Class of 1891.

- 134. Mellie E. Bishop. Student in Swarthmore College, Swarthmore. Pa. Taught 3 years.
- 135. Grace Cheney, Bloomington, Ill.
- 136. Agnes S. Cook, Normal, Ill. Student in University of Chicago.
- 137. Rachel Crothers, Bloomington, Ill.
- 138. Edna Mettler. See No. 639.
- 139. Louise M. Vickroy, 808 Holmes street, Los Angeles, Cal.
- 140. George P. Burns, Williamsville, Ill. Taught 5 years.
- 141. Cary R. Colburn. Student in Harvard University. Taught 1 year.
- 142. Philip H. Erbes. See No. 649.
- 143. Charles W. Mills. Assistant in High School, Decatur, Ill. Taught 1 year.
- 144. William B. Moulton, Menlo Park, Cal.

- 145. Bertrand D. Parker. See No. 655.
- 146. James B. Pollock. See No. 656.
- 147. James J. Sheppard. See No. 658.
- 148. Charles C. Wilson. See No. 659.

Class of 1892.

- 149. Grace E. Chandler, Galena, Ill.
- 150. Lura M. Eyestone, Normal, Ill. Taught 3 years.
- 151. Enid (Gibson) Hillegas, 2536 Wabash avenue, Chicago. Taught $\frac{1}{4}$ year.
- 152. Anna Gilbourne, Cabery, Ill. Taught $3\frac{1}{2}$ years.
- 153. Asenath Grier, Lexington, Ill. Student in University of Chicago. Taught 3 years.
- 154. Metta Huling, Bloomington, Ill.
- 155. Walter H. Baird, Normal, Ill. Taught 2 years.
- 156. Arthur Bassett, Normal, Ill.
- 157. George W. Bishop, Champaign, Ill. Student in University of Illinois. Taught 2 years.
- 158. Edgar Blackburn, Helena, Mont.
- 159. John B. Cleveland, Normal, Ill. Taught $2\frac{1}{2}$ years.
- 160. Herbert S. Hicks. Leland Stanford University.
- 161. Samuel Holder, Bloomington, Ill.
- 162. Frank E. King. See No. 622.
- 163. Weldon E. Porter, Normal, Ill.
- 164. George W. Riley. University of Pennsylvania.
- 165. Walter D. Scott. Northwestern University.

Class of 1893.

- 166. Grace D. Aldrich, Normal, Ill.
- 167. Nellie J. Benson, Bloomington, Ill.
- 168. Sarah H. Clark, Assistant in High School, Bloomington, Ill. 2 years.
- 169. Katie P. Evans, Normal, Ill. Taught 1 year.
- 170. Junia M. Foster, Longmont, Col.
- 171. Mrs. Jesse Frazeur, Chicago, Ill. Taught 1 year.
- 172. Nellie I. Koifoid. University of Illinois, Champaign, Ill.
- 173. L. May (Leaton) Rodman, Normal, Ill. Taught 3 years.
- 174. Alice Patten, Cortland, Ill.
- 175. Bertha Rutledge, Empire, Ill.
- 176. Grace a Sealey, Normal, Ill.
- 177. Ethel L. Tryner, Bloomington, Ill.
- 178. William H. Arbogast, University of Chicago, Chicago.
- 179. James H. Forrester, Taylorville, Ill.

180. J. Philip Merker. See No. 726.
181. Cuthbert F. Parker, Holyoke, Colo.
182. Thomas L. Pollock, Bloomington, Ill.
183. Elmer I. Rowell, University of California.
184. Frank H. Wescott, University of Chicago, Chicago. Taught 1 year.

Class of 1894.

185. Effie Allspaugh, Normal, Ill.
186. Mrs. R. O. Butterfield. See No. 664.
187. Charlotte B. Capen, Bloomington, Ill. Student in U. of C.
188. Stella R. Eldred, Gardner, Ill.
189. Neffa B. Emerson, Bloomington, Ill.
190. Florence B. Evans, Bloomington, Ill.
191. Nellie F. Goodwin, Normal, Ill.
192. Ruth E. Moore, Bloomington, Ill. Student of U. of C.
193. H. L. Mabel Porterfield, Normal, Ill. Student of U. of C. See No. 602.
194. Eunice F. Sater, Jacksonville, Ill.
195. Rosa Waugh. See No. 746.
196. Frank P. Bachman. Student in U. of C.
197. Burl P. Baker, Principal High School, Vandalia, Ill. 2 years.
198. G. Gordon Burnside, Carlyle, Ill. 2 years.
199. Alfred C. LeSourd, Topeka, Ill. 1 year.
200. Bert H. McCann, Normal, Ill.
201. Harry C. McCart, Fort Worth, Texas.
202. Charles G. Miller, Moweaqua, Ill.
203. Frederick G. Mutterer. See No. 758.
204. Ora M. Rhodes. Student in U. of I.
205. Harvey S. Smith, Principal of Public Schools, Tonica. 2 years.
206. Harry R. Spickerman, Bloomington, Ill. Student Medical College, Chicago.
207. J. William Taylor, Williamsville, Ill.
208. Daniel Thompson, Randolph, Ill.
209. Theodore Thompson, Prairie Home, Ill.

Class of 1895.

210. Pearl L. Ballard, Normal, Ill.
211. Blanche C. Baller, Bloomington, Ill.
212. Jessie J. Bullock, Eureka, Ill. 1 year.
213. May M. Cavan, Normal, Ill.
214. Ruah Coen, Normal, Ill.
215. Catherine L. Cowles, Bloomington, Ill.

216. Emma Fry, Normal, Ill.
217. Harriett B. Fyffe, Normal, Ill.
218. Daisy Garver, Bloomington, Ill.
219. Lou R. Hart, Gardner, Ill.
220. Eleanor Keady, Normal, Ill.
221. Sallie R. Marshall, Normal, Ill.
222. Flora (Thompson) Manchester, Normal, Ill.
223. James D. Allen, Bloomington, Ill.
224. Fred R. Baker, Bloomington, Ill. Student Williams College.
225. Charles M. Barton, Principal Public Schools, Chrisman, Ill.
Taught 1 year.
226. Claude Briggs, Minier, Ill. Taught $\frac{1}{2}$ year.
227. John L. Cook, Normal, Ill.
228. Roy H. Dillon, Normal, Ill. Student U. of I.
229. John T. Elliff, Minier, Ill.
230. George K. Foster, Normal, Ill.
231. William T. Kirk, Bloomington, Ill.
232. Ferdinand C. McCormick, Normal, Ill. Student Medical College,
Chicago.
233. Fred R. McMurry, Normal, Ill.
234. Fred W. Parker, Macomb, Ill. Student Dental College, Chicago.
235. Ralph W. Parker, Macomb, Ill. Student Dental College, Chiacgo.
236. Thomas W. Tipton, Student Wesleyan Law School, Normal, Ill.



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Illinois State Normal University



NORMAL

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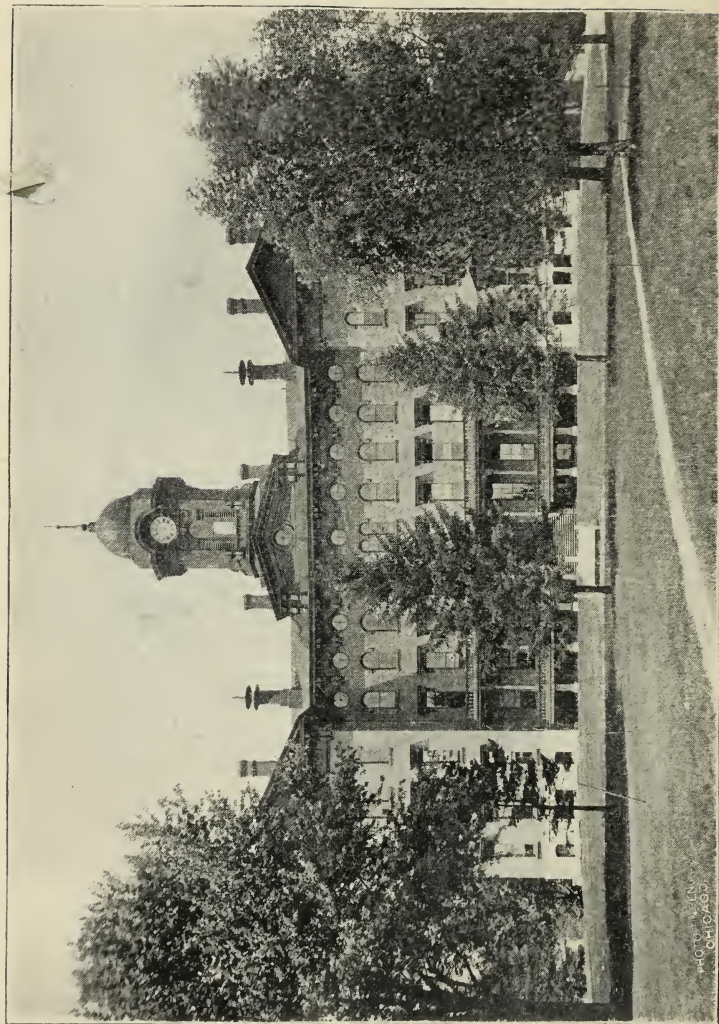


PHOTO BY
CHAS. W. WILSON

THE MAIN BUILDING.

Annual Catalogue

And Course of Study

of

The Illinois

State Normal University

Normal, Illinois

~~~~~ Fortieth Year ~~~~~

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For the Academic Year Ending June 24

1897

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OF THE

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TREASURER



Pupil Teacher and Primary School.



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# Illinois State Normal University.

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## Early History.

THE Illinois State Normal University was established by act of the Legislature in 1857. The statute providing for its location directed the governing board to solicit bids from competing points. Four cities were especially interested in securing it. Bloomington, McLean county, having offered the most favorable inducements, was selected as the location of the school. In October, 1857, the school began its sessions in rented rooms in the city of Bloomington. In September, 1860, it was removed to what was then known as North Bloomington, where a commodious building had been erected for its accommodation. The suburb of North Bloomington subsequently became a separate town under the name of Normal. It has a population of about 4,000. It is a very desirable place of residence, having those qualities which are especially characteristic of school towns. The charter provides that intoxicating liquors shall never be sold within the limits of the town. There are no places of amusement nor resorts that are in any respect objectionable. Electric cars connect Normal with Bloomington.

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## Material Equipment.

THE Normal School is comfortably housed in three buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains dressing rooms for gentlemen, the chemical laboratory, a room used for clay work, another used for class exercises, and several store-rooms. On the first floor are the reading room and library, dressing rooms for ladies, office, a spacious room for drawing classes, and an assembly room and class rooms. On the second floor are the normal assembly room, with a seating capacity of 376, and eight class rooms each about 30 by 32. On the third floor are the museum, physical laboratory, office of the teacher of natural sciences, a large assembly hall, and the halls of the two literary societies.

The Training School building is a substantial brick structure of two stories and a basement. The basement contains play rooms and dry closets. On the first floor there are five school rooms, each having a seating capacity of forty pupils. There is, beside, a smaller room that is used for recitation purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 150. In addition to this there are eight recitation rooms, each of which is sufficiently large to accommodate a class of twenty-five. The peculiar construction of this part of the building is to be accounted for by the fact that it became necessary to secure as many class rooms as possible in order to furnish opportunities to a large number of pupil teachers to engage in the practice work.

The two buildings are heated from a commodious boiler house which is equipped with three large boilers.

A third building, 100 by 125, is partially completed. It will contain an admirable gymnasium, bath rooms, a bowling alley, library room, and science rooms. The cut on the fourth cover page shows it as seen from the east. The gymnasium has been in use for several months.

The chemical laboratory is well adapted to the needs of the school. The physical laboratory is well equipped with apparatus. The museum contains a large collection of specimens. The science department is furnished with an excellent lantern, and is also supplied with a steam pump for the compression of gases.

There is a valuable reference library of over 9,000 bound volumes and 2,000 pamphlets. These books have been carefully selected, and there are scarcely any useless volumes in the collection, while new and desirable additions are being constantly made.

Students are allowed the free use of the reading-room, and may draw out books without charge. The department is open seven hours and a half of every school day, and the librarian and an assistant are always in attendance. The privilege of access to the shelves has been established and the librarian gives instruction on the use of the library, in a set of informal talks. It is the aim of teachers and librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

There are four excellent literary societies connected with the school.

The campus contains fifty-six acres and affords abundant room for tennis and other out-door exercise, when the weather will permit.

## **The Organization of the School.**

THE institution known as the Normal School contains two departments: First, the Normal Department; second, the Practice Department.

No person is admitted to the Normal Department who does not sign a declaration of his intentions to teach. Applicants must be 16 years of age if females, and 17 if males. No charge is made for tuition except to persons attending from other states, who do not expect to teach in Illinois. The membership of this department is usually from 550 to 650. Eighty-seven counties of Illinois have been represented this year. Fourteen teachers are employed in this department.

The Practice Department is a necessary adjunct of the Normal Department. It consists of a school of ten grades, six of which are below the grammar grade. The aggregate attendance of the Training School is usually about 300. Nine persons are employed in connection with this school. Four of these devote their time to directing the practice work of the Normal pupils; a fifth is principal of the Grammar Department. The others act as principals of the primary and intermediate rooms. No charge is made for pupils in the primary grades. The pupils in the intermediate department pay \$15 a year, and those in the grammar grades, \$25.

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## **Methods of Admission to the Normal School.**

All applicants for admission are required:

1. To be, if males, not less than 17, and if females, not less than 16 years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intentions to devote themselves to school teaching in this State as follows:

"I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

Tuition is free.

The following evidences of scholarship will admit applicants to the school:

1. First-grade certificates.
2. High school or college diplomas.

3. Certificates of attendance at other State Normal schools or at the University of Illinois.

4. Appointments from County Superintendents.

5. A satisfactory examination by the faculty.

An appointment may be secured from the County Superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate.

Each county in the State is entitled to appoint two pupils, and each representative district is entitled to appoint, in addition, as many pupils as there are members in the General Assembly from that district. Single counties constituting a senatorial district are, therefore, entitled to six pupils; senatorial districts comprising two counties, to eight pupils; those comprising three, to ten pupils; and so following. In districts composed of two or more counties, Superintendents desiring to appoint more than two candidates should confer with the other Superintendents in the district for an allotment of the appointments.

If applicants have none of the papers mentioned they are examined by the Faculty in Reading, Arithmetic, Geography, English Grammar, United States History, and Orthography. If found competent they will be admitted to all of the privileges of the institution.

There are three courses of study:

a. The regular English course of three years.

b. The classical course of four years.

c. The two-year course for graduates of accredited high schools.

Pupils are expected to take the regular work of the school. Exception is sometimes made, but each case is passed upon individually. College graduates will receive special privileges in the choice of studies, and will be graduated by special arrangements.

Any teacher in the State is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and to observe any of our work—all without enrollment or responsibility.

Any one desiring to complete the course in less than the usual time will be offered examination in any of the studies. A residence of at least one year is required for graduation. Pupils are not permitted to select studies at pleasure unless they possess unusual qualifications.

Those desiring to work exclusively in our Practice Department will be afforded abundant opportunity to do so if found prepared.

No person will be entitled to graduate who does not make the required standing in each study of the course—either by work in the class-room, or by examination, as described above. Any person is entitled to our diploma who shall have completed our required Course

of Study, without regard to the time he may have spent here; provided, that his residence shall not be less than one year, and that his deportment and character shall be satisfactory to the faculty.

We transfer to our books no marks of standing from other institutions, but work done in other state normal schools and at the University of Illinois will be accepted in lieu of work required here.

New students are received at the beginning of every term. It is important that they should be present on the *first* day of the term, as the regular recitations invariably begin on the *second* day. Failure to be present on the first day does not debar one from the privilege of joining the school; but every day of delay in entering greatly increases the difficulties of the beginner's work.

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### Expenses.

The following estimate of necessary expenses is approximately correct:

#### NORMAL DEPARTMENT.

|                           |                |
|---------------------------|----------------|
| Tuition.....              | Free           |
| Board, 39 weeks.....      | \$100 to \$140 |
| Washing.....              | 15 to 25       |
| Books and stationery..... | 10 to 15       |
| Total.....                | \$135 to \$196 |

Good rooms and excellent boarding places are abundant. Arrangements can be made after arriving here better than by letter.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at the University. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street cars. In no case is the hiring of a carriage necessary.

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### General Statements.

Thorough discipline is enforced in every department.

A certificate is granted for the successful completion of one year's work, and another for that of two years.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations of Normal. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students.



The Museum and the room for microscopic work are in the University building, and to these the students of the University have access under certain restrictions.

There is no boarding house connected with the institution.

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## Analysis of Course of Study.

### READING.—*First Term.*

I. *Phonics.*—1. A thorough mastery of the forty-four elementary sounds, with study of the movements of the vocal organs in producing them. 2. Practice in the use of the diacritical markings used in Webster's Dictionary.

The purpose in this work is to furnish the student a scientific basis for teaching the sounds, and to assist him in discovering and correcting faults of speech.

II. *Reading.*—1. Several American masterpieces are read during the term. 2. Topics are assigned for reference work. 3. Besides the general study of the thought an analysis of the structure of the selection is sometimes made. 4. In connection with the study of the author other selections are read to the class by the teacher to extend their knowledge of his works, and to awaken higher ideals for oral work. 5. Application of the work in Phonics to the work in Reading.

The aim is to teach the student how to study a selection so as to draw from it real value and enjoyment, and to assist him in acquiring power and skill in the use of the voice in expressing his thought.

### READING.—*Second Term.*

Two plays of Shakespeare form the text of the term's work. The following plays are used: Macbeth, Julius Caesar, Merchant of Venice, As You Like It, Twelfth Night, Henry IV., Part I. In this work special stress is laid upon the natural but expressive and forcible rendering of the thought. All of the time that can be spared from the thought analysis is devoted to practice and drill in oral reading. In the thought study some collateral reading is required on each play. At least one commentary is read, and, if the play is historical, the history to which the play relates is read.

A series of lessons on method in oral work, and the relation of physique and voice to expression, is given.

### ARITHMETIC.—*First Term.*

I. *Primary Arithmetic*, five weeks.—(a) Purpose—To outline a course in number for the first four years, and develop and illustrate



the principles and methods of instruction. (b) Topics: 1. The logical order of number knowledge. 2. The use of counters, blocks, and other aids in teaching number facts to 12, in developing the decimal system, in teaching the fundamental operations in written arithmetic. 3. Oral language: Forms of description and analysis appropriate to the several stages. 4. Forms of written work. 5. Number stories and drill exercises. The proper use of a primary text-book. 6. Coördination of arithmetic with other branches in the primary school.

II. *Factoring, Fractions, etc.*, seven weeks. (a) Purpose.—1. To organize the student's knowledge of Arithmetic by deriving all number-relations and processes from the simple idea of addition, and the grouping of numbers in the decimal system. 2. To suggest methods and devices for teaching the several topics. (b) Method. Fundamental principle—every process in Arithmetic should be learned as a rational process; *i. e.*, an operation with numbers of things. From concrete examples there should be a conscious generalization of the process in the form of a rule; finally, long-continued drill until the process with the mere symbols becomes mechanical. Accordingly what can be done with integers is first learned with splints, grouped into bundles in accordance with the laws of the decimal system. Fractions are investigated by folding and cutting paper circles and paper squares. The oral description and written representation of the operations thus discovered are succeeding stages. (c) Topics. 1. Notation—Laws of the decimal system and the Arabic notation; comparison with systems of different radix. 2. Fundamental rules—contracted methods. 3. Factoring—principles of factoring; demonstration of tests of divisibility; greatest common factor; least common multiple. 4. Cancellation and straight-line analysis. 5. Fractions—the fractional unit; the functions of the denominator; illustration and demonstration of the six principles upon which the various operations depend. Ordinary text-book topics in fractions. In these the central thought is that operations with fractions are fundamentally the same as operations with integers, the only difference arising from the different way of representing the unit. 6. Decimal fractions—the peculiar notation; reading and writing pure and complex decimals; reduction of common fractions to decimals; repetends and their simpler laws; effects of moving the decimal point; limits of accuracy in multiplication and division. Oughtred's Contracted Methods.

Special attention is given to oral analysis to secure an accurate knowledge of the language and facility in the use of the best forms of expression.

The mensuration of rectangles, triangles, circles, rectangular prisms, and cylinders is developed in connection with this work. Rules of mensuration are derived from an analysis of the forms meas-

ured. Thus, the ratio of the circumference of a circle to its diameter is approximately determined by measuring carefully several cylindrical bodies, and averaging the quotients obtained by dividing each circumference by its diameter. Cook's New Advanced Arithmetic.

*Second Term.*

Topics.

I. *Weights and Measures*, three weeks.—Purpose—1. To interest the student in the derivation and meaning of our standards, the history of the calendar and kindred topics. 2. To inform the student in regard to the conditions that obtain in problems in carpeting, papering, plastering, land and lumber measure, fencing, the measurement of bins, tanks, and cisterns, and other practical problems. Topics: 1. Tables of length, weight, value, etc. 2. The various problems in reduction of compound numbers. 3. Addition, subtraction, etc. 4. The interval between two dates. 5. Changing from one system to another. 6. The metric system. 7. Longitude and Time: Construction of comparison table, local and standard time, the international date line.

II. *Square and Cube Root*, four weeks.—Process is derived from the geometrical applications; *i. e.*, finding the side of square, or edge of cube, whose area, or volume is known. The relations of the sides of the right triangle. Surface and volume of pyramid, cone, sphere, shell, frustum. Laws of similar figures. Ratio and proportion are developed in connection with similar figures.

III. *Percentage*, five weeks. Method.—The same forms of analysis are used as in common fractions. The three fundamental cases are carefully studied, and their applications shown in Profit and Loss, Commission, Stocks, Insurance, Taxes, Interest, Discount, and Exchange. In these applications, emphasis is laid on the nature of the business, to which percentage is applied. The number-work becomes subordinate.

ALGEBRA.—*First Year, Third Term.*

I. *Algebraic Notation—Fundamental Operations*.—Especial attention is given to the reading of algebraic expressions, the discussion of definitions, positive and negative numbers, and the derivations of the laws of the fundamental operations. Processes and principles are arrived at by deductions from definitions, rather than by generalization from particular instances.

II. *Factoring and Fractions*.—These subjects are treated with more thoroughness than in any of our elementary text-books. The method applicable to each class of problems in factoring, is formulated in a rule, describing the case and the mode of discovering the factors.

III. *Simple and Fractional Equations—Problems*.—The significance of the several transformations of equations. How to state a problem.

*Second Year, First Term.*

Comparison of the various modes of Elimination. Involution and Evolution. Development of the theory of exponents. Quadratic Equations. Especial attention is given to the language of Algebra. Reading of Algebraic expressions in unambiguous phrases; accuracy in describing and relating algebraic processes and in stating principles established. Rigorous demonstrations are combined with the inductive method. Wentworth's School Algebra.

GEOMETRY.—*Second Term, Third Term.*

The course extends over two terms of twelve weeks each, and includes the ordinary High School course, in plane, solid, and spherical Geometry. White's Geometry is the text. About one-third of the time is devoted to original exercises. Special attention is directed to the mechanism of deductive reasoning, the earlier demonstrations being developed in complete syllogisms. The several stages of a demonstration are seen and strict conformity to the type required. Review exercises include classifications of the established truths of the science and schemes for tracing proofs to the original definitions and axioms upon which they rest. Forms of geometrical notation are discussed and considerable practice is given in brief forms of written work. Two main ends are kept in view: to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

BOOKKEEPING.—*Six weeks.*

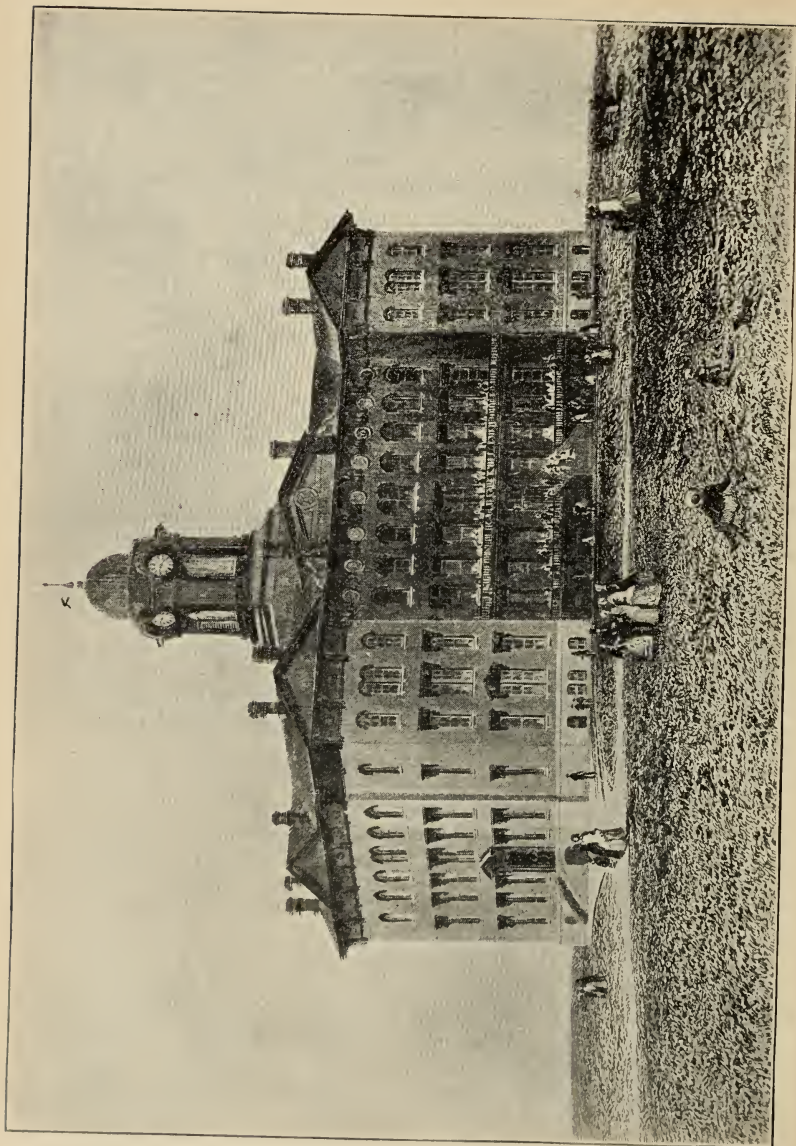
The course includes six typical sets in Single and Double entry, with a few leading topics in Business Arithmetic and Commercial Law.

SCHOOL LAW.—*Five weeks.*

The text used is Bateman's Decisions. The course is especially to instruct in the legal duties and powers of teachers as defined in statutes and judicial decisions. Other topics discussed are, History of Public Education in Illinois, The School Funds, The Various Units of School Administration, School Officers—Their Powers and Duties.

## GEOGRAPHY.

INTERMEDIATE GRADE. How to *teach* shape of the earth; motions of the earth with their consequences. Importance of their being able to read a map right; Geography is a study of things; forms on the map are symbols, and stand for things; the things themselves should be studied as far as possible; relation of the symbol to the thing. Value of pictures in teaching Geography; teacher should make collection of geographical pictures; where such pictures can be obtained.



University in 1860.



Use of the stereoscope in teaching Geography. To distinguish between land and water as represented on a map. Study of the hemispheres, noting differences and resemblances, and giving reasons for names. Study of the continents; number; comparative size; differences and resemblances; main purpose, to fix in the mind a picture of their forms and relative positions. Study of principal bodies of water; oceans, seas, gulfs, etc., noting their forms, and positions relative to the continents and to each other. Plan for the study of a continent, fitted to home continent. Purpose of plan, to show sequence of topics in scientific teaching of Geography; the sequence should show the relation of cause and effect; the following sequence suggested: Position, comparative size, shape, outline, surface, drainage, climate, vegetation, animals, man and his occupations, minerals, political divisions, cities, railroads, etc. Elementary Physical Geography should always come first in the study of the continent, country, state, etc., as it is the more concrete, and consequently the more interesting; the Political Geography should come later, as it is more abstract, and is largely determined by the Physical Geography. Study of the United States; follow plan for study of a continent. Study modeling; model different forms of land and water; advantages of sand modeling; abuses. Review work on home state. Study of other states and territories. Follow the natural features, such as watersheds, river basins, etc., as far as possible, forming mental pictures, and representing these pictures in maps with crayon or pencil, and in the sand. Free use of chalk and sand. Relation of Geography to Botany, Zoology, etc.

Intelligent study of History based largely on Geography. Geography and Literature. Study of chief cities, determining reason for their location, principal industries and prosperity. Study of the principal railroads, showing their importance, reason for their location, their influence on the country through which they pass; influence of the country upon railroads. Review government of home state; study government of the United States, briefly. Study productions, manufactures, commerce, minerals. Difference of chief crops, minerals, manufactures, etc., of different sections, with reasons for difference, as far as possible.

*Method in Geography.*--What Geography is. Is it a science? What is a science? What Geography is based on. The contents of Geography. The "cement" which holds the geographical concepts in their proper places. Why Geography should be taught. 1. For the mental discipline that may be obtained from it: its value in cultivating the perceptive powers, the memory, the representative and reflective powers. 2. Geography should be taught for the knowledge it contains.

3. As a basis for the study of other subjects. 4. For its value in connection with commerce. 5. For its refining influence.

Geography can be taught scientifically; the topics can be so arranged as to show the relation of cause and effect. The analytic and synthetic methods of teaching with the advantages and disadvantages of each. Geography is a study of the earth, of forms of land and water, etc., and not of symbols, simply. The proper use of maps, pictures sand-modeling, etc., in teaching Geography. The making of correct mental pictures lies at the base of all true study of Geography. The pictures of remote regions must be made from Geographical concepts acquired in the home neighborhood; hence the importance of home geography.

*Topics in preparing for Geography.* Since the making of correct mental pictures lies at the base of all true study of Geography, it follows that the ideas of Position, Direction, Distance, Surface, Form, and Color should be among the first presented to the children, as they are essential in the making of pictures. Manner of presentation in each instance. Map representation, with the idea of scale; purposes of map representation; map of school-room floor; map of the school yard and vicinity. Study of the land and water forms in the home neighborhood. Slopes, Divides, or Watersheds; Lines of Union of slopes, or valleys. Study of the home stream; situation with reference to slopes; dependence of streams upon slopes; study of source, banks, bed, mouth, tributaries. Pond, lake. Oral descriptions of large streams and lakes visited by the teacher. Sand modeling, purpose, advantage. Climate: why summer is warmer than winter. The atmosphere; effect of heat and cold on the atmosphere. Evaporation, condensation, rain, hail, snow, frost, dew, fog. Circulation of the water: history from leaving the ocean until its return: show how it benefits man. Study of vegetation of home neighborhoods; why? Kinds, uses. Study of animals of home neighborhood; why? Kinds, habits, how beneficial to man. Minerals; kinds, uses, mines, miners. Races of men: white, black, yellow, brown; homes of different races, customs, manners, occupations, education, religion, government. Home town: shape, size, surface, drainage, climate, crops, animals, manufactures, railroads, notions of commerce, exports, and imports; causal relations dwelt upon. Home county as above; county seat: notions of government, in the home, in the school, in the community, in the county. Home state as above: capital, shape, surface, principal rivers, direction of rivers determined by surface, principal crops, principal varieties of trees, uses; animals, benefits to man. Principal cities, with reason for the selection made; why the principal cities are so located: principal manufactures in those cities; commerce, showing chief exports and imports.



GRAMMAR GRADES.—*Astronomical Geography.*

Definition of terms. Shape of the earth: proofs of its rotundity; proofs of its oblateness.

Motions of the earth and their consequences; rotation on axis; day and night; axis; poles; equator; parallels; meridians; latitude; longitude; zenith; nadir; vertical line of observer; horizon; revolution around the sun; earth's orbit; plane of earth's orbit.

Declination of earth's axis; relation of declination of axis to position of the tropics; polar circles, and width of zones; relation to circle of light, diurnal circle, change of seasons, and to difference in length of days. Tests. Study of South America. Position, size, shape, contour, relief, drainage, climate; effects of altitude upon climate; principal trees, plants, crops; principal animals (wild and domestic); inhabitants, with brief treatment of their origin, customs, homes, governments, etc. Sketch principal river systems. Study the different countries, with their capitals and a few other leading cities. What render the cities important. What the continent produces for exportation. What it imports. Relation of production and commerce to climate.

Great Britain and Ireland. Close relation of the United States and Great Britain. Importance of the kingdom; small in area, but great in power and wealth. Outline; surface; principal rivers; climate; crops; manufactures; commerce. Principal cities noted for manufactures; for commerce; as educational centers; centers of historical interest; connected with famous literary works. Reasons for more manufactures in some localities than others. Tracing cause and effect as far as possible. Sketch maps of important localities.

Continental Europe. Position; ragged outline; importance of study of outline, or contour; benefits arising from irregular coastline; surface; influence of surface upon climate, crops, and manufactures; drainage; influence of surface upon drainage; principal river systems sketched; climate; crops; dependence of crops upon climate. Study of different countries; comparative importance of each; in what respect important; productions, such as minerals, crops, domestic animals, and manufactures. Principal cities; for what noted, manufactures, commerce, schools, and historical events. Governments, customs, homes, etc.

Asia. Outline; relief; back-bone of Asia-Europe; drainage (principal rivers only); climate, effect of great plateaus and high mountain barriers upon climate and vegetation, and consequently upon civilization; great forests; great deserts; great plains. Study different countries, briefly; their principal productions; commercial importance; leading cities, principal exports, imports. The people; their govern-

ment; religion; homes; customs; food; education, etc. Make sketch-maps.

Africa and Oceanica. Studied after the same general plan as Asia, but more briefly, excepting Australia, which, because of its importance, is studied somewhat carefully.

Much map sketching and sand-modeling throughout the entire course, and constant effort to get pupils to think of forms of real land and water, instead of being satisfied with thinking of symbols, simply.

### PHYSICAL GEOGRAPHY.

What Geography should mean: Comparative Physical Geography; physical life of the globe; nature of this life; how it differs from organic life.

Anatomy of the globe; importance of forms of contour and relief, and of relative position; importance shown by giving illustrations indicating their influence upon climate, vegetation, animal life, and industries, and upon civilization, in general. Analogies of the general forms of the continents; Guyot's seven laws of relief; value of the laws. Distribution of the plains, plateaus, and mountains in the different continents. Volcanoes; their cause; position; linear arrangement. Theory of earthquakes; history and description of a few of the principal ones. Contour and depths of the oceans.

Physiology of the continental forms: Law of the development of life; this law in accord with Laplace's theory of the development of the earth; also with the evolution of human society. Three epochs of development: the insular, the maritime, and the continental. The formula of development the same for each continent, the entire globe, and for vegetable and animal life. A few lessons on elementary geology; formation of coal; glacial epochs, etc.

Three grand contrasts: Contrast of continental and sea climates. Reasons for difference; results of difference as revealed in the animal and vegetable kingdoms. The atmosphere; composition; weight; the mediator between the continents and the oceans; the bond of society; general theory of the winds: the trade winds; monsoons; hurricanes; cyclones: etc. Transportation of the waters from the oceans to the interior of the continents, and their return to the oceans; the winds, the water carriers; influence of mountains on distribution of rains; on position of deserts; fertile plains: etc. The tides: cause; benefits. Ocean currents: cause; effect on climate; etc.

Contrast of the Old World and the New: Description of each; one the complement of the other; good results of a union of the two.

Contrast of the three continents of the North and the three of the South. Consequences of the proximity of the northern continents, as

seen in the vegetation and animals; consequences of the isolation of the southern continents.

Increase of life from the poles to the equator; man an exception; law of the distribution of the human race; geographical center of mankind; advantage of the temperate climate for the improvement of man. The continents on the north the theater of history; conflict between the regions north and south of the line of highest elevation in Asia-Europe; result of the conflict as shown by history.

Contrast of the East and West; different forms of civilization largely due to geographical environment. The geographical march of history; close relation between this march and the geographical features of the globe. Numerous illustrations.

### UNITED STATES HISTORY.

*Professional.*—Attention called to the material to be used, and to the manner of presenting it to the pupils of the lower grades.

*Primary Grade.*—Material. 1. Fairy Tales.

2. Bible stories.—(a) Characters of whose childhood and youth most is known: Joseph; Moses; Samuel; David; Jesus, etc. (b) Abraham; Jacob; Daniel; Paul, etc.

3. Stories of adventure.—1. Those that occurred near home; (a) experience of hunters; fishermen; travelers. (b) Dangers from floods; deep snows; high winds; prairie fires, etc. 2. Those that occurred remote from home. On the railroads; in stages; on steam boats, etc.

4. Stories about Indians.—Their dress; homes; canoes; hunting expeditions; war expeditions; cruelty to prisoners; sports of the children, etc.

5. Explanation of national holidays.—Fourth of July; Memorial Day; Thanksgiving Day; Washington's birthday.

6. Biographies.—Washington; Columbus; Lincoln; Grant; Sherman; Sheridan, etc.

*Method of Presentation.*—1. At first, the teacher must tell the stories. The children must not be expected to repeat them. 2. Later on, the teacher may read some of the stories, although it is better to tell them, and the children should be expected to reproduce them in their own language; orally at first, later in writing. The stories can be made the texts for the work in language.

*Purpose of the Work.*—1. To awaken a historical spirit. 2. To cultivate the imagination. 3. To aid in character building.

*Intermediate Grades.*—Material. Biographies.

Discoveries.—Columbus; the Cabots; Americus Vespucci; Cartier; Hudson.

Explorers.—De Soto; Champlain; La Salle; John Smith; Lewis and Clarke; John C. Fremont.

Colonizers.—Raleigh; Roger Williams; Lord Baltimore; William Penn; Oglethorpe.

Pioneers and Indian Fighters.—Miles Standish; Daniel Boone; "Kit" Carson.

Statesmen.—Benjamin Franklin; Thomas Jefferson; Alexander Hamilton; Daniel Webster; Henry Clay; Abraham Lincoln.

Generals.—Washington; Greene; Scott; Grant; Sherman; Sheridan.

Naval Officers.—Isaac Hull; Decatur; Perry; Farragut.

Inventors.—Whitney; Fulton; Morse; McCormick; Howe, etc.

History of Typical Colonies.—Plymouth; New York; Rhode Island; Maryland; Pennsylvania; Georgia.

Social condition of the people at different periods.—Troubles with the Indians; Manner of Living; Homes; clothing; customs; social usages.

*Wars.*—King Philip's War. French and Indian War; Ticonderoga; Quebec. Revolutionary War; Bunker Hill; Valley Forge; Yorktown; War of 1812; Lundy's Lane; New Orleans. Mexican War; Buena Vista. Cerro Gordo. The Civil War; Fort Sumter; Merrimac and Monitor; Malvern Hill; Gettysburg; Vicksburg; The Wilderness; Surrender of Lee.

*Method.*—A text-book may be used, but better results will be obtained without, if the teacher be prepared. The narrative form should be preserved throughout. There should be a vivid picturing of men and events. Pictures and brief historical poems will add much to the interest and value of the work.

*Grammar Grades.*—Material: 1. A good text-book on the subject. 2. One or two histories of the United States, more extended than the text, for reference. 3. A few historical novels noted for the vividness and truthfulness of their descriptions. 4. Collection of poems founded on incidents of American history.

*Method.*—Frequent reference should be made to the work in the preceding grades. The narrative form should still be used. Attention should be given to the causes which led to important results. The virtues of the people should be pointed out. Their resistance to oppression, their sacrifices for the right, and their moderation in victory, should be commended. Throughout the entire work, the patriotism of the fathers should be held up for the emulation of their sons, and the truth should be emphasized that there can be no true freedom where there is not a cheerful obedience to law.

*Academic.*—Condition of Europe at time of discovery of America. 1. Granada conquered by Ferdinand and Isabella. 2. The "War of the Roses," in England, closed shortly before by the battle of Bosworth. 3. Eve of the Reformation. 4. Sad condition of the common people.

Claims of the Northmen considered.

Columbus.—Youth; manhood; seeking for aid; aid obtained; the first voyage; land discovered; return to Spain; reception at Barcelona; effect of discovery on Europe; other voyages; results; old age; misfortunes; injustice; death.

Other Spanish discoverers and explorers.

English discoverers and explorers—The Cabots; Drake; John Smith, etc.

French discoverers and explorers—Verrazani; Cartier; Champlain; LaSalle; Marquette; the Jesuit Fathers.

Dutch discoverers.

Colonization—Spain in the south; England in the center; France in the north, south, and west.

Growth of the colonies—English colonies surpass the others in wealth and numbers.

Troubles—Between English and Spanish colonies. Between English and French colonies. Nearly all of these troubles grew out of the troubles in Europe.

French and Indian War—Cause; principal events; results; training school for Revolutionary War.

Internal troubles of English colonies—Indians; religious troubles; local jealousies.

Life in the colonies—Religion; education; homes; dress; customs; industries; mode of travel; social usages; growth in wealth and population.

Revolutionary War—Remote causes; immediate causes; principal events; principal actors; self-control of the people; respect for law.

“The Building of the Nation”—Articles of Confederation; their insufficiency; danger of disintegration; making the Constitution; the Constitution contrasted with the Articles of Confederation.

Growth of the Nation—The president; financial policy fixed; internal troubles; foreign policy fixed; troubles with France; troubles with Barbary States; troubles with England.

War of 1812.—Causes; principal events; results.

Admission of States.

Inventions.

Railroads.

Development of material resources.

Slavery.—Introduction; legislation affecting slavery.

Mexican War.—Cause; principal events; results; acquisition of territory; discovery of gold in California; results of the discovery.

The Civil War.—Causes; principal events; results; abolition of slavery; the “New South.”



History of the Nation Since the Civil War.—Admission of States; political parties; political policies; labor movements; progress in the arts and sciences; achievements in literature; study of political and domestic economy; general prosperity.

#### CIVIL GOVERNMENT.

Man, a social being; society, the natural state in which to live, hence the necessity of government; right of society to govern its individual members; the object. Government in the family; in the school; its purpose, nature, and necessity.

Town Government.—Review system of United States land survey. Distinction between a town and a township; the civil town; character of its government; departments; officers constituting each department; manner of election; the Australian ballot system; term of office; duties; pay; town meeting; time; business; antiquity of township government; origin and history of the New England township. Pure democracy.

County Government.—Departments; officers constituting each; manner of election; time; duties; the county board; meetings; powers; relation of the county to the state; origin of the county; history of the New England and Virginia county. Representative democracy.

State Government.—Historical sketch of Illinois; the Northwest Territory; ordinance of 1787; influence on the history of the State; Illinois as a Territory; admission as a State; legal boundaries; three constitutions; government provided for by the constitution of 1870; relation of constitution to constitution of the United States. Legislative department; legal title; senatorial districts; advantage of two houses; members in each house; qualifications; pay; officers of each house; powers and privileges of members; duties and obligations; minority representative plan; advantages claimed. Executive department; consists of what officers; qualification of each; time and manner of election: duties; term of office; pay; responsibility. Judicial department; consists of what courts; jurisdiction of each; original and appellate jurisdiction; judicial districts and circuits; judges of each; juries: grand and petit; duties. State boards; duties; state institutions, name, location, purpose, support, and government. How taxes are levied for state, county, town, and district purposes; equalization of taxes. Duties of the citizen to the State; duties of the State to the citizen.

Government of the United States. Thorough review of United States History as a basis for the work. Government of the colonies; relation of the colonies to each other and to England; the Revolutionary War; Declaration of Independence; Articles of Confederation; need of a stronger bond; steps leading to formation of consti-



tution; advantages over The Articles; opposition; ratification; origin of American political parties. Legislative department; compare with British Parliament; how each house is constituted, qualifications, election, term, pay, privileges, and obligation of members; when Congress convenes: life of one Congress; number of sessions; manner of transacting business; committees, journals, etc.; power of Congress in regard to taxes; how the government is supported; purposes of tariff; history of the tariff legislation; commerce; naturalization; bankruptcy; money; financial doctrines; banking systems; postal matters; patents; copyright; piracy; war; armies; militia; Territories; immigration; the writ of *habeas corpus*; bills of attainder; *ex post facto* laws; a study of English history bearing on these facts; titles of nobility; prohibitions on the states; rights of the states; implied powers of Congress. Executive department; power vested in whom; ability to execute the laws; qualification of the President; manner of nominating and electing the President; his term of office; pay; the Cabinet; responsibility; comparison with English and French cabinets; functions of the different departments; principal bureaus in each; civil-service reform. Judicial department; consists of what courts; appointment of judges; tenure of office; comparison with State judiciary; advantages and disadvantages of each system; necessity of Federal courts; danger of clashing with State courts. Amendments; purpose; further safeguards around the rights of individuals; religious liberty; freedom of speech and of the press; right of petition; to bear arms; to be secure in person and papers; trial by jury; abolition of slavery; civil rights; impartiality in the elective franchise.

### ANCIENT HISTORY.

What history is; what it treats of; sources, "monuments, relics, and records;" aids to history—ethnology, archeology; philology. Divisions of history; history a continuous whole. Races of mankind; the historic race; its divisions. Geographical sketch of the ancient oriental nations; historical darkness in Northern Asia; twilight in Central Asia; sunlight in Western Asia.

Hindoostan. The Aryans; early home; migration; plains of the Indus and Ganges; conquest of non-Aryans; caste; purpose; effect; religion; sacred books; arts; sciences.

China. The Turanians; early home; migration; conquests; Confucius; education; civil service; non-intercourse; effect on civilization; present condition; the Chinese in the United States.

Egypt. Geography; influence of the Nile; reason for rise of the Nile; brief histories of the dynasties; the pyramid builders; Shepherd kings; the Hebrews in Egypt; Seti; Rameses II; Necho; conquest by the Persians; Greeks; the Ptolomies; Cleopatra; conquest by Rome;

religion; tombs; Sphinxes; arts; sciences. Supplementary reading: Wilkinson's "Ancient Egyptians;" Eber's "Uarda," and Shakespeare's "Anthony and Cleopatra."

Chaldæa. Description of Tigro-Euphrates basin; the Hamites; Semites; civilization; education; books and libraries; religion; arts; science. Supplementary reading: Bible history and the "Builders of Babel."

Assyria. Chaldean Colony; growth; power; Sargon; Sennacherib; intercourse with the Hebrews; civilization; arts; sciences; Nineveh; Bible history; Byron's "Destruction of Sennacherib."

Babylonia. Overthrow of Assyrian power; Nebuchadnezzar; Destruction of Tyre; Captivity of the Jews; Splendor, strength and downfall of Babylon; Cyrus the Great; modern researches. Supplementary reading: Bible history; Rawlinson's "Six Great Monarchies of the Ancient Eastern World."

The Hebrews. Semites; importance in history; our indebtedness to them; their origin; Abraham; Jacob; Joseph; Moses; the Exodus; Judges; kings; captivity; destruction of Jerusalem by the Romans; present condition.

Phoenicia. Geography; government: Tyre and Sidon; colonizers; commerce; alphabet; diffusers of civilization.

Persia. Geography; Medes and Persians; Aryans; Astyages; Cyrus; Cambyses; Darius I; Revolt of the Asiatic Ionians; Marathon; Xerxes, etc.; Alexander the Great; government; religion; art; sciences.

Greece. Geography, in full; influence of its geography on its history. People; legendary age, a shadowy period; the Heroes. Argonautic expedition; twelve labors of Hercules; Golden fleece; Trojan War; modern explorations of Schliemann. Religion: the twelve great deities; minor deities; character of gods; improvement on eastern gods; Elysian fields; oracles; sacred games; influence of games on civilization; Amphictyonic council; sacred wars. Government; kings; Oligarchies; Archons; Tyrants. Sparta: Classes; Lycurgus; government; lands; money; occupations; institutions; education; Messenian wars; Tyrteus. Athens: Codrus; Draco; Solon; Public Assembly; Expulsion of Tyrants; Clisthenes; ostracism. Wars with Persia; Marathon. (Read account of battle in Creasy's *Fifteen Decisive Battles*). Aristides; Themistocles; Thermopylae; value of Thermopylae to us; Athens destroyed; Salamis (Read Byron's poem: *The Isles of Greece*); Plataea; treachery of Pausanius; memorials; trophies. Rebuilding the walls of Athens; jealousy of Sparta; Confederacy of Delos; effect on Athens; "Age of Pericles;" strength and weakness of Athens. Peloponnesian War; cause; character; principal events; pestilence in Athens; Peace of Nicias; Alcibiades; Sicily; defeat; close of the war;

effect on Athens. Spartan supremacy; abuse of power; Theban supremacy; Epaminondas; Leuctra; Mantinea. The Ten Thousand; Cyrus; Clearchus; Cunaxa; Xenophon; the retreat. Macedonian supremacy; Character of Macedonians; Philip; effort of Demosthenes; Chaeronea; Alexander; Wars in the North; Issus; Thebes; Invasion of Asia; Granicus; Tyre; Egypt; Alexandria; Arbela; Babylon, etc.; Bactria; India; down the Indus; desert of Gedrosia; Babylon; death; burial; influence of conquests; division of empire; history of each division. Arts and sciences. Architecture; sculpture; painting; poetry; great poets; great epic; compare with English and Italian epics; lyrics; compare with English lyrics; drama and great dramatists; compare with English drama; history and historians; orators and oratory; compare with Webster, Pitt, etc. Philosophy and philosophers; comparison of deductive and inductive reasoning; the Stoics; Epicureans; influence of Greek philosophy on modern thought. Mathematics; astronomy; geography; social life; education; position of women; theatrical entertainments; banquets; Symposia; slavery; homes; domestic economy. The Greeks, the schoolmasters of the world.

Rome.—Geography of Italy; people; beginnings of Rome; legends; the kings; expulsion of the kings; efforts to regain power (Read Macaulay's "Horatius"). Religion; comparison with religion of the Greeks; Lares and Penates. Social classes; names of Romans. The Republic; officers; senate; first session of the Plebs; cause; results; Coriolanus (Read Shakespeare's "Coriolanus"); Cincinnatus; "The Cincinnatus of the West;" the Decemvirs; their work; misconduct (Read Macaulay's "Virginia"); overthrow; Military Tribunes; Censors; destruction of Rome by the Gauls; Rome rebuilt; death of Manlius; laws of Licinius Stolo; effect on Rome; Samnite wars; revolt of the Latin cities; war with Pyrrhus; cause; events; results; First Punic War; Rome and Carthage compared; cause of war; Sicily; Rome builds fleets; Regulus; close of war. Second Punic War: Hannibal; Spain; Saguntum; the Alps; Ticinus; Trebia; Trasimenus; Fabius the delayer; the American Fabius; Cannae; Capua; Metaurus (Read account of battle in Creasey's "Fifteen Decisive Battles"); Zama; close of the war; results. Third Punic War; cause; Masinissa; perfidy of Rome; defense of Carthage; destruction. War with Macedonia; conquest of Greece; destruction of Corinth; compare with destruction of Carthage and Numanti. The Servile War; cause; result; public lands; the Gracchi; fate. Jugurthine war; bribery; Marius; Sulla. The Cimbri and Teutones; destruction of the barbarians. The Social War; cause; results. The Civil War: Mithridates; conflict between Marius and Sulla; flight of Marius; return; ferocity; death; return of Sulla; proscriptions; death. Pompey the Great in Spain; the Gladiators; defeat; destruction; Ferres in Sicily; conquest of Pirates

by Pompey; Mithridates; description of Roman triumph; Catiline; Cicero. The First Triumvirate; Duumvirate; rivalry; Cæsar in Gaul; Great Britain; the Rubicon: flight of Pompey; Pharsalus; death of Pompey; Cæsar in Egypt; Pontus; Thapsus; death of Cæsar; funeral oration; fate of the conspirators; Cæsar as a Statesman (read Shakespeare's "Julius Cæsar"). The Second Triumvirate; Antony and Cleopatra; Antony and Octavius; Actium; founding of the Empire; Augustus. Rome, the law giver of the world.

### MEDIÆVAL HISTORY.

Rome under Augustus; boundaries of the empire; nature of the government; public buildings; education; literature; social conditions; the birth of Christ. Tiberius; the crucifixion of Christ. Nero; Vespasian; the taking of Jerusalem; Titus; the destruction of Herculaneum and Pompeii; Trajan; the Antonines; Diocletian; persecution of the Christians; Constantine the Great; Christianity favored; Constantinople; Julian the apostate.

The Goths; Theodosius; Alaric; Attila and the Huns; Genseric and the Vandals; fall of the western Roman Empire; influence of the fall upon the history of the world. Clovis and the Franks; other Teutonic tribes; conversion; monasticism; fusion of the Latin and Teutonic peoples; the three elements of civilization.

Mohammed and the Saracens; conquests, east, west, and north; contact with the eastern Roman Empire; conquest of Spain; invasion of France; battle of Tours; result. The Crusades; cause; history; results; influence on civilization. Charlemagne: dominion; purpose; achievements. The Northmen and their aggressions. Rise of the Papal power; mission of Rome; the great schism; the iconoclasts; feudalism; chivalry.

The Celts in Britain; the Romans; the Saxons; rivalry between the Celtic and the Roman church; the Heptarchy; the Danes; Alfred the Great; Dunstan; Edward the Confessor; the Norman conquest; influence of the conquest upon the history of England; conflict of kings and the church; Thomas a Becket; conquest of Ireland; Magna Charta; first parliament; wars with the French; wars with Scotland; War of the Roses; the Tudors; Henry VIII and the Reformation; Mary I; Elizabeth; literature of the period; the Spanish Armada. The Stuarts; James I, and the colonization of America; trouble with the Puritans; war between Charles I and parliament; Cromwell; the restoration; the revolution of 1689; cause; result; effect upon American colonies.

France; Germany; Spain; Italy; Luther and the Reformation in Germany; Loyola and the Jesuits. Rise and growth of the Ottoman

Empire; invasion of the eastern Roman Empire; downfall of Constantinople; influence of fall upon Europe. Growth of cities; conflict between cities and nobility. Printing. Discovery of America.

### DRAWING.—*Two Years, Two Lessons Per Week.*

1. *Aim*—1. To teach Drawing as a language. 2. To lead pupils to seek culture from the beautiful in nature and art. 3. To promote mental development.

2. *General Points*.—1. Drawing a language. 2. Drawing based upon form study. 3. Three divisions of drawing as to use: Drawing showing construction. Drawing showing appearance. Drawing of the enrichment or decoration. 4. An object may be pictured by representing its outline, its light and shade, or its color.

3. *Form Study*.—In clay. (a) Natural objects: Fruits, leaves, vegetables. (b) Geometric Forms: Sphere, cube, cylinder.

4. *Drawing*.—Suggestions for movement and position. Geometric views. Construction drawing.

*Color*.—1. Source of color. 2. Use of color. 3. Effect of color. 4. Theory of color. 5. Color harmony. 6. Drawing in color: 1. From nature. 2. From common objects.

### DRAWING.—*Second Year.*

History. Architecture. Ornament.

*Ancient Period*.—Egyptian school. Greek school. Roman school.

*Medieval Period*.—Byzantine school. Saracenic school. Gothic school.

*Modern*.—Renaissance.

Pupils make drawings of the characteristic elements of construction and ornamentation.

Light and shade (with pencil). From cast. From nature. From common objects. From models.

Illustrative drawing. From nature; cast; copy. This work is an effort to acquire skill in rapid illustrative work, and the material is gathered from any source.

### PENMANSHIP.

Outline of work.

*Aim*.—I. To fix clearly in the minds of the pupils the following fundamental *ideas*: 1. To write well requires a correct conception of what is to be written. 2. Ability to execute that conception with pen, pencil, or crayon. 3. This ability must be gained through careful practice, for it is an acquired habit, and habit comes from repetition. 4. The practice must be careful, else, instead of eliminating, the pupil will only be confirming a faulty habit. 5. It requires but



little time to acquire a correct mental picture of a letter compared with the time required to train the muscles to make it rapidly and easily. Hence, by far, the greater share of the time should be devoted to training the muscles. 6. Movement is the mainspring of any good writing system, and the *muscular movement* is by all authorities conceded to be the best. 7. To improve writing, we must improve our habits of making the individual letters. To do this, the best way is to repeat the same letter in an exercise with constant effort at improvement.

II. To make the transition—for with most pupils it is a transition—to muscular movement, and give as much drill as the time will permit in movement exercises for the purpose of securing control of this movement.

### PHYSICAL TRAINING.

#### Purpose:

1. To furnish relief from mental effort. 2. To develop a robust physique. 3. To correct unequal development and faulty carriage of body. 4. In some measure to secure gracefulness. 5. To prepare the student to assist his own pupils physically as well as mentally.

#### The work:

1. Free gymnastics throughout the year. 2. Apparatus work during the Winter Term and part of the Fall and Spring Terms, work with pulleys, on bars, horse, ladders, ropes, and poles. 3. Dumb bell work. 4. Club swinging. 5. Games for children and Delsarte part of Spring and Fall Terms.

Although the work is done in classes an effort is made to adapt it to the individual needs. The classes meet twice per week.

For the apparatus work a special suit is necessary costing from \$3.00 to \$6.00. Flannel (navy blue or black) is the best material for this purpose. It is better to have it made after arrival.

### VOCAL MUSIC.

1. Methods of instruction in elements of vocal music.
2. Practice in reading in five keys.
3. Philosophy of transposition.
4. Choral practice.

### GRAMMAR.

Relation of thought to language. Nature of a thought and a sentence. Simple, complex, and compound thoughts and the corresponding forms of sentences. Classification of sentences on the basis of relation of speaker to listener. Simple, complex, and compound ideas necessitating words and phrases. The clause, and the thought form that gives rise to it. Principal and subordinate ideas in the thought and the modified and modifying elements in the sentence. Objects,



attributes, and relations, ideas of them, and the language forms expressing these ideas. Nature of each part of speech. Analysis of some short classical selection. Constant drill in application. Method of induction followed, the laws being the outcome of the direct examination of numbers of all varieties of thought and language forms discussed. The last three weeks of the term are devoted to a discussion of the necessary incidental work and of how to select, arrange, and present the language work proper to the primary grades.

Third Term. Etymology. Each part of speech discussed fully. Double nature and function of words. Modification within the word. English idioms, their growth from natural expressions and their elements. A thorough study of a standard selection from the standpoint of grammar. A term essay on some grammatical subject.

The last three weeks are given to a discussion of method in language work in the intermediate and grammar grades.

#### OUTLINE OF WORK IN RHETORIC.

1. Principles controlling the Choice of Words.
2. The Nature and Structure of the Sentence.
3. The Nature and Structure of the Paragraph.
4. The Whole Composition: The choice of subject, Plan, Development.
5. Processes of Composition: Description, Narration, Exposition, Argumentation.

An effort is made to awaken the critical instinct in the hope of securing three ends: A purer diction of speech; a greater enjoyment of good English in books; and an appreciation of the fundamental qualities of good composition,—unity, directness, clearness, and simplicity. Constant practice is given in working out special problems of composition.

#### LITERATURE.

The work in Literature runs through three terms, one of which is given up wholly to the drama. Twenty-seven weeks are left, therefore, for the study of the whole body of English literature. Very little of this time can be spared for the study of mere literary history. A text-book, either Stopford Brooke's *Primer of English Literature*, or Shaw's *New History of English and American Literature*, revised edition, is put into the hands of pupils to be used for reference, and the library is freely drawn upon for the same purpose.

We prefer to the historical hand-book the careful study of a few authors in their best works. The works thus studied are chosen for typical excellence, that is, as well representing the author himself, his period, and a type of literature. Through the study of these works we seek acquaintance with individual authors, with literary forms,

and with the relation of literature to life. Some change is made from year to year in the authors and works chosen, but every year we make a study of the drama, the epic, the narrative poem, or minor epic, various minor poetic forms, the essay, the novel, and the argumentative speech.

During the year 1896-7 the works studied have been, Chaucer: The Prologue, Knightes Tale, and Nonne Prestes Tale; Shakespeare: Macbeth, King Lear, Hamlet, Merchant of Venice, and Richard II; Marlowe: Edward II; Milton: Paradise Lost, I-II; Wordsworth: Selected Poems; Tennyson: The Idylls of the King; Scott: Waverly; George Eliot: Silas Marner; Thackeray: Peadennis; Emerson: The American Scholar, Self-reliance, and Compensation; Matthew Arnold: Sohrab and Rustum, and Culture and Anarchy. Of these works, those by Chaucer, Milton, Wordsworth, and George Eliot, together with three of the plays from Shakespeare, and Arnold's Sohrab and Rustum, have received detailed study in the class-room. The rest have all been read by all the members of the class; four critical essays have been prepared upon them by each member of the class, and have been presented before the class, where they have formed the basis of discussion lasting several days.

#### SHAKESPEARE AND MARLOWE.

1. Plays read: Macbeth, King Lear, Hamlet, Merchant of Venice, Richard II, and Marlowe's Edward II.

2. Object sought: An intelligent reading of dramatic literature.

3. Points emphasized: 1. The Drama is Literature, not Philosophy, not Ethics, not History; yet, the Drama is philosophical, ethical, historical. 2. Whatever philosophical, ethical, or historical lessons the drama has to teach, these lessons are best reached through a *sympathetic study* of the Drama as Literary Form. Therefore, in the first dramas read we follow closely the Dramatic Construction, observing the Induction of the action, the Development, the Climax, the Evolution, and the Catastrophe.

4. Along with Dramatic Construction, and belonging to it, we study Characterization; Dramatic Motives; Dramatic Dialogue; Soliloquy; Sequence of Scenes and Actions; Dramatic Illusion; Dramatic Time; Tragic Retribution; Differences between Tragedy and Comedy. After the class has become somewhat accustomed to following the dramatic development of an action, less close attention is paid to this in class, and we proceed at once to the characterization and motiving, and the consideration of the play as a revelation of life.

5. Macbeth, Lear, and Hamlet were read in the class-room and discussed at length. The others were read in private by all the mem-

bers of the class: essays were then prepared by all; two or three of these essays were read in class and formed the basis of a general discussion lasting two or three days for each play. In all this work, the student is urged to postpone the reading of commentators until he has studied the plays themselves, and begun, at least, to form his own judgments. Independence of opinion, and a willingness to hold the judgment in suspense and wait for further light are always encouraged.

## Course in Natural Sciences.

### ZOOLOGY.

1. Collection of Insects; Study of Insects; Principles of Classification developed by comparing and contrasting several kinds of Insects.
2. The Crayfish, studied alive and then dissected (type of Crustacea).
3. External characteristics of Birds. Analysis of Birds (Jordan's Manual).
4. Study of the following animals alive; dissection as types: (*a*) Earthworm (Vermes); (*b*) Clam (Molluska); (*c*) Perch (Pisces); (*d*) Frog (Batrachia); (*e*) Snake (Reptilia); (*f*) Pigeon (Aves); (*g*) Rabbit (Mammalia).
5. Study of live Hydra.
6. Study of a few Protozoa.
7. Study of Starfish and Sea-urchin (alcoholic).

Drawings and descriptions of animals studied preserved in permanent note-book.

Text-books: Packard; Colton's Practical Zoology.

### PHYSIOLOGY.

1. Muscle. (1) Experiments on the Muscles in our bodies. (2) Models of Human Muscles. (3) Dissection of hind leg of rabbit. (4) Structure of Muscle, (*a*) gross; (*b*) minute. (5) Action of muscle (experiment on frog's muscle). (6) Training of Muscles (symmetrical development).

2. Bone. (1) Bones as levers. (2) Bones as protectors (brain and spinal cord). (3) Bone structure, (*a*) gross; (*b*) microscopic. (4) Joints. (*a*) Dissection of joints of rabbit's leg, and beef joints.

3. General Functions of the Nervous System, Sensation, and Motion. 1. Experiments on frog, reflex action of the Spinal Cord. 2. Dissection of Spinal Cord and Brain of cat. 3. Voluntary Motion. 4. Sensation of Touch.

4. Circulation. 1. External indications of the Circulation of Blood: Heart beat, pulse, blushing, pallor, experiments on veins, etc. (*a*) Microscopic Examination of frog's blood. (*b*) Circulation of blood in web of frog's foot under microscope. 2. Internal proofs of the Circulation of the Blood: (*a*) Dissection of heart and lungs (sheep or

pig), (b) demonstrative of the action of the heart, (c) injection of arteries, (d) tracing injected arteries and veins. 3. Description of Organs of Circulation and their action. (a) Action of frog's heart, (b) action of the heart, (c) experiments illustrating the action of the large arteries, (d) action of the medium-sized arteries (plain muscle fiber), (e) veins (valves). 4. Blood and Lymph. (a) Microscopic examination of drop of blood from finger, (b) composition of blood, (c) coagulation of blood, (d) injection of thoracic duct (lymph). 5. Hygiene of Circulation.

5. Respiration. 1. Organs of respiration. 2. Mechanical process of respiration. 3. Experiments illustrating respiration. 4. Capacity of the lungs. 5. Composition of air. 6. Experiments illustrating the chemistry of respiration. 7. Experiments showing the differences between inspired and expired air. 8. Production of heat and motion in the body. 9. Comparison of the human body and a locomotive. 10. Hygiene of respiration.

6. Excretion. 1. The Skin. Functions: (a) Excretory, (b) heat-regulating, (c) protective, (d) sensory, (e) absorptive. 2. The Kidneys, (a) dissection of pig's or sheep's kidneys, (b) action of the kidneys, (c) relation of the lungs, kidneys, and skin.

7. Digestion. 1. Foods and cooking. 2. Dissection of the digestive organs of a cat. 3. Study of cross and longitudinal sections of teeth. 4. The salivary glands. 5. Experiments with artificial digestion. 6. Absorption. 7. Hygiene of digestion. 8. Taking "cold," diarrhoea, bathing.

8. The Nervous System. Functions of the Brain and Spinal Cord. Hygiene of the Nervous System.

9. The special senses. Sight. (a) dissection of the eye, (b) experiments on accommodation, (c) experiments on blind spots, (d) experiments on color contrast, (e) experiments on adaptation to amount of light. Defects in vision. Hygiene of the Eyes. Smell and Taste. Hearing. The voice and speech. Dissections of the Larynx.

Drawings and descriptions of dissections made in books.

Text-book: Martin's Human Body (briefer course).

## BOTANY.

1. Planting seeds (corn and beans); their structure and growth. 2. Buds, structure, protection, arrangements, kinds, growth. 3. Study of early flowers, Hepatica, Spring Beauty, Trillium, Blood-root, etc. Study of Types: 4. Green slime (Protophyta). 5. Moss (Bryophyta). 6. Fern and Horsetail (Pteridophyta). 7. Scotch Pine and Austrian Pine (Gymnosperms). 8. Common flowering plants (Angiosperms).

Herbarium required. Notes and drawings of plants studied.

Text-book: Gray's School and Field Book.

PHYSICS.—*First Term.*

The following is a list of the exercises which are worked out experimentally by the student, and recorded in a note-book. This laboratory work is preceded by the study of a manual and by preliminary directions by the instructor, and is followed by the study of a text-book. Recitations are upon both experimental work and text.

1. *Mensuration*.—1. Length in metric units. 2. Relation between circumference and diameter of a circle. 3. Volume of an irregular body. 4. Cross-section and diameter of a tube. 5. Weight of a cubic centimeter of water. 6. Weight of a dollar and a dime.

2. *Density and Specific Gravity, Including Mechanics of Fluids*.—1. Determination of density of a solid. 2. Specific gravity of a liquid by specific gravity bottle. 3. Weight lost by a body immersed in liquid. 4. Specific gravity by immersion. 5. Floating bodies. 6. Liquid pressure due to weight. 7. Pressure on bottom of vessel. 8. Specific gravity of liquid by balancing columns. 9. Comparison of gases and liquids. 10. Measure atmospheric pressure—barometer. 11. Specific gravity of liquids by balancing against the atmospheric pressure. 12. Boy e's law. 13. The siphon. 14. The "Hero's fountain."

3. *Mechanics of Solids, Dynamics*.—1. Action of a force upon a body. 2. The force of friction. 3. Composition of forces. 4. Parallel forces. 5. Action and reaction. 6. Comparison of masses by inertia. 7. Accelerated motion. 8. Pendulum. 9. Levers. 10. Pulley. 11. Inclined plane. 12. Wedge and screw. 13. Tenacity. 14. Elasticity.

4. *Heat*.—1. Effect of heat upon size. 2. How heat travels. 3. Testing thermometers. 4. Temperature and physical form. 5. Laws of cooling. 6. Melting and boiling points. 7. Heat capacity. 8. Determination of specific heat. 9. Latent heat. 10. Coefficient of linear expansion. 11. Coefficient of expansion of gas. 12. Coefficient of expansion of a liquid. 13. Absorption and radiation. 14. Solution.

*Second Term.*

5. *Magnetism*.—1. General study of a magnet. 2. Action of attracted body on magnet. 3. Mutual action of two magnets. 4. Induced magnetism and breaking magnets. 5. Law of induced magnets. 6. Lines of magnetic force. 7. Terrestrial magnetism. 8. Theory of magnetization.

6. *Static Electricity*.—1. Mutual action of electrified bodies. 2. The pith-ball electroscope. 3. Transferring electrification. 4. Induced electrification. 5. Law of induction. 6. Charging by conduction. 7. Charging by induction. 8. The electrophorus. 9. The electrical machine. 10. The condenser and Leyden jar. 11. Electromotive force and resistance.



7. *Current Electricity*.—1. Production of current by chemical action. 2. Conditions for producing current. 3. Action of currents on magnets. 4. Conditions affecting resistance. 5. Effect of series and parallel resistances. 6. Methods of connecting cells. 7. Resistance measured by substitution. 8. Resistance measured by Wheatstone Bridge. 9. Electro-magnetism. 10. Induced currents. 11. The dynamo and motor. 12. The induction coil and telephone.

8. *Light*.—1. How light spreads from a center. 2. Intensity. 3. Shadows. 4. Images through small aperture. 5. Reflection from plane mirrors. 6. Curved mirrors. 7. Images from plane and curved mirrors. 8. Refraction and total reflection. 9. Refraction by lenses. 10. Images from lenses. 11. The spectrum by dispersion.

9. *Sound*.—1. Vibratory and wave motion. 2. The vibration of strings. 3. Speed of sound waves. 4. Reinforcement. 5. Interference.

Manual—Allen. Text—Avery.

### CHEMISTRY.—*Third Term.*

The course consists of a systematic study of the most common elements and compounds, and the development of the laws and theories of chemistry. Students follow the direction of the text in doing work in the laboratory, and recite upon this experimental work. All processes, laws, and theories are illustrated and verified by experiment. Careful records of all work are kept in permanent notebooks. Reactions are shown by diagrams and equations.

1. *Elements and Compounds*.—Iron, oxygen, iron oxide, phosphorus, phosphorus oxide, mercury, mercury oxide, carbon, carbon monoxide, carbon dioxide, hydrogen, water, sulphur, sulphur oxides, sulphurous acid, sulphuric acid, phosphoric acid, carbonic acid, zinc, zinc oxide, iron sulphide, hydrogen sulphide, iron sulphate, copper, copper oxide, magnesium, magnesium oxide, magnesium sulphate, calcium, calcium oxide (quick lime), calcium hydroxide (slaked lime), calcium sulphate (gypsum and plaster of Paris), calcium carbonate (marble or chalk), sodium, sodium oxide, sodium hydroxide, sodium sulphate, sodium carbonate (sal soda), sodium amalgam, chlorine, hydrochloric acid, sodium chloride (salt), calcium chloride, potassium, potassium oxide, potassium hydroxide, potassium sulphate, nitrogen, nitrogen oxides, nitric acid, potassium nitrate (niter or saltpetre), ammonia, ammonium hydroxide, ammonium chloride, ammonium sulphate, ammonium nitrate.

2. *Processes, Laws and Theories*.—Analysis, synthesis, oxidation, reduction, allotropy, crystallization, reaction, metalthesis, deliquescence, efflorescence, neutralization, relation of acids, bases and salts, law of



Boyle, law of Dalton (or Charles), law of conservation of mass, atomic theory, law of definite proportions by weight, law of multiple proportions, Prout's hypothesis, law of definite proportions by volume (Gay-Lussac), molecular theory, hypothesis of Avogadro (or Ampere), theory of Dulong and Petit, periodic law (Mendeleeff).

Text—White.

ELEMENTS OF PEDAGOGY.—*First Year, First Term. Two Hours a Week.*

The purpose of this work is the introduction of those who have just entered the Normal School to the subject of Pedagogy. The stage of their professional scholarship necessitates the selection of subject matter that shall be simple and interesting. The course begins with two introductory lessons in which an attempt is made to show in what especial fields their study will lie, the way in which the child has been regarded, generally, in the older systems of education, and a few definitions which are intended to set certain limits to the work of the term.

Following these lessons come discussions of the general equipment of the average child when he enters school, the discipline through which he has acquired the equipment, the general principle of apperception, and the modern movement in child-study with its relation to the work of the teacher.

In order to make clear the successive steps by which modern educational ideas have made a place for themselves, the study of educational reformers occupies the remainder of the term.

Beginning with the Revival of Learning, the educational ideals are carefully examined and their peculiar forms explained. The transformations of these ideals through the work of the reformers are studied and the contributions of Comenius, Rousseau, Pestalozzi, and Froebel are especially noted. The *Orbis Pictus*, *Emile*, and *Leonard* and *Gertrude* are examined and commented upon quite fully.

The thought movement for the term is the introduction of the idea of sense training by Comenius, and its historical development by the later reformers.

PEDAGOGY.—*First Year, Second Term.*

CHAPTER I.

The work opens with Special Method in History and Literature for the eight grades. It is the object of this work to discuss and illustrate the principles underlying the arrangement of a complete course in History and Literature for the eight grades and the method

of presenting such material to a class. Some time is spent in becoming acquainted with stories from history and literature that are suitable for children, as a basis for more intelligent discussion of their educative value. The teacher needs to be acquainted with many of the classic fairy stories, such as those prepared by Scudder, or the Grimm brothers; he should be familiar with the story of Robinson Crusoe, with many of the classic myths of the Orient, and the Pioneer History Stories of America.

This preliminary work is followed by a discussion of the text of McMurry's "Special Method in History and Literature."

1. Introduction: The relation of Literature, as the great ethical power in culture, to the main aim of education,—character-building,—to the cultivation of the child's aesthetic tastes, his sympathies, and powers of thought. Duty of the school in bringing the influence of literature to bear upon the masses. Relation of school to home.

2. Fairy Tales in First Grade: Sympathy between child and fairy tale. Popular objections to fairy stories. Their validity. The five requirements of a classic fairy story. The oral presentation of the fairy stories and their reproduction by the children. Relation of the stories to the other work of the first year, *e. g.*, as furnishing suggestive materials for drawing and language and as cultivating the power of oral speech. Relation of stories to first work in teaching reading. Discussion of the methods of teaching reading to beginners.

3. Robinson Crusoe in the Second Grade: History of the story of Robinson Crusoe. Comparison with the Fairy Tales. Discussion of the moral, industrial, and economic value of the story. Relation of the story to the other work of the second year, especially to nature study, drawing, modeling, and language. Method of presentation suitable to the story of Robinson.

4. Myths in the Fourth Grade: Definition of the myth. Distinguished from the legend and history. How valued by literary artists. The characteristics of the myths and their value to child culture. Methods in teaching the myths.

5. Pioneer History Stories in the Fourth and Fifth Grades: Transition from the mythical to the historical hero. Child's interest in attractive biography. Lists of Pioneer History Stories suited to the Fourth and Fifth Grades. Character of the early pioneers of America. The value of oral presentation in history; method of oral presentation; reproduction of the stories by the pupil; difficulties in adopting an oral presentation of history stories.

History in the Seventh, Eighth, and Ninth Grades: Full and detailed treatment of typical periods. Use of the biographical element. Arrangement of topics and relation of the history to the other work of these grades.

## CHAPTER II.

The "Special Method in Geography" is given in the regular class work in geography, the last half of the first term being devoted to that purpose.

## CHAPTER III.

In the work in Special Method, both in history and literature, and in geography, illustrative lessons are given, making use of some of the materials discussed. A few lessons, especially in literature, are given before the students, by the assistant training teacher, with a class of little children in the practice school. These lessons are made the subject of discussions on methods and devices employed.

PEDAGOGY.—*First Year, Third Term.*

## CHAPTER I.

The first month is devoted to Special Method in Reading. A number of readers for the earlier grades, and of literary masterpieces suitable to the different grades, are read and discussed; 1, as to whether they meet the requirements of interesting and instructive thought content, and, 2, as to whether they are well adapted to advance the child in his mastery of the mechanical phase of reading. The text of McMurry's "Special Method of Reading," is then read and discussed. Lists of classic literary masterpieces suited to the different grades are noted, and their culture values, both to the child and to the teacher, are discussed. The work is closed with some exposition of the method of teaching reading in the different grades.

## CHAPTER II.

The second month of the term is devoted to a discussion of the Special Method in Teaching Natural Science. Early in the term, the students are set to work to make observations upon some of the objects of nature about them, *e. g.* the red maple and the robin, for the purpose of acquiring some idea of the meaning and value of the direct observation of nature, both as furnishing the basis for true scientific knowledge, and as a preparation for the work of teaching natural science. These objects are watched during the spring months, and their development and habits noted daily, as accurately as possible. These observations are later made the basis of a full discussion of the objects observed, for the purpose of illustrating the principles of selection and treatment of materials in teaching natural science to children. After these type objects have been fully treated, the principles involved are discussed as follows: 1. Selection of materials for nature study. 2. Preparation of the teacher. 3. Ex-

cursions and observations by the children. 4. Methods and devices in the discussion of topics. 5. Type studies in natural science. 6. Value of nature study to the child and to the teacher.

### CHAPTER III.

The third month is devoted to a discussion of the general laws underlying the method of instruction (or the so-called "Formal Steps of instruction"), and of kindred pedagogical principles bearing upon the work of the teacher in the class room. It is the aim of this work to show what the laws of thought are that determine how the teacher must present a subject to the class.

#### PSYCHOLOGY.—*First Term.*

1. Psychology and Its Relations to the Teacher.
  2. The Educational Limitations of Psychology.
  3. The Treatment of Psychology adopted.
  4. The Bases of Psychical Life. (a) Sensation. (b) Interest. (c) Impulse.
  5. The Psychical Processes. (a) Introduction: Classification of contents of our minds. (b) Classification of processes corresponding to these contents. (c) the processes: 1. Non-voluntary attention. 2. Association. 3. Voluntary attention. 4. Educational Principles. 5. Apperception and Retention.
  6. Forms of Intellectual Development. (a) Principles of intellectual development. (b) Stages of intellectual development: 1. Training of perception. 2. Training of the memory. 3. Training of thought.
  7. The forms of Emotional Development. (a) Conditions of interest. (b) Principles of emotional growth. (c) The forms, or stages of emotional growth.
  8. Forms of Volitional Development. (a) Factors of volitional development. (b) Stages of volitional development.
  9. Mind and Body. (a) Importance of body for soul. (b) Structure of nervous system in man. (c) Elementary properties of nervous structure. (d) Psychological equivalents. (e) Localization of function. (f) Educational principles.
  10. Summary of Principles. (a) Bases of instruction. (b) Ends of instruction. (c) Methods of instruction. (d) Relation of knowledge, feeling, and will. (e) Criticisms of maxims.
  11. The method of interrogation, Art of Questioning. (a) Introduction. (b) Objects of questioning: 1. Testing retention. 2. Training of apperception. (c) Qualifications of the questioner. (d) Matter and form of questions. (e) Matter and form of answers.
- Text-book. Applied Psychology. *McLellan and Dewey.*

ADVANCED PSYCHOLOGY.—*First Term.*

Introductory.

1. Science and Method of Psychology. (*a*) Subject matter of Psychology. (*b*) Methods of Psychology: (1) Introspective; (2) Experimental; (3) Comparative; (4) Objective.

2. Mind and Modes of Activity. (*a*) Aspects of Consciousness. (*b*) Relations to each other. (*c*) Relations to the whole self.

3. Knowledge.

1. Elements of knowledge: (*a*) Sensation in General. 1. Physical Stimulus; 2. Psychical Factor; 3. Relations of Psychical and Physical; 4. Functions of Sensation in Psychical Life. (*b*) Special Senses—Relations to Touch. 1. Touch: I. Weber's Law and Psycho-physical Methods. II. Muscular Sensation. 2. Smell. 3. Taste. 4. Hearing. 5. Sight. 6. Temperature. 7. General Sensation.

2. Processes of Knowledge: (*a*) Nature of Problem: 1. Sensations and Known Objects. 2. The Knowing Self. (*b*) Apperception: 1. Problem of Apperception. 2. Kinds of Apperception. (*c*) Association: 1. Conditions. 2. Forms. I. Simultaneous or Fusion. II. Successive: By Contiguity; by Similarity. III. Functions of Association. (*d*) Dissociation. 1. Relation to Association. 2. Conditions. 3. Functions in Psychical Life. (*e*) Attention. 1. Attention as Selecting Activity. 2. Attention as Adjusting Activity. 3. Attention as Relating Activity. (*f*) Retention.

3. Stages of Knowledge: (*a*) Perception. 1. Of Objects. 2. Of Space. 3. Of Externality in General. (*b*) Memory. 1. Definition and Problem. 2. The Memory Image. 3. Memory of Time. 4. Self as Past and Present. (*c*) Imagination. 1. Definition. 2. Ideals in Imagination. 3. Practical and Theoretical. (*d*) Thinking. 1. Definition and division. 2. Conception; growth of knowledge. 3. Judgment; Belief. 4. Reasoning. I. A priori and a posteriori. II. Inductive and Deductive. 5. Systematization. (*e*) Intuition. 1. Intuition of the World. 2. Intuition of Self. 3. Intuition of God.

FEELING.—*Second Term.*

1. Introduction. 2. Sensuous Feeling. 3. Formal Feelings. (*a*) Of present adjustment. (*b*) Due to past experience. (*c*) Directed toward the Future. 4. Development of Qualitative Feeling. (*a*) In Universality. (*b*) In Definiteness. (*c*) Abnormal. (*d*) Conflict of. 5. Intellectual Feeling. (*a*) General Nature. (*b*) Spring to intellectual action. (*c*) Objective side. 6. Æsthetic Feeling. I. General Nature. (*a*) Connection with Idealization. (*b*) Universality of Beauty. (*c*) Factors of Æsthetic Feeling—Harmony. II. As a Spring to Action. (*a*) The fine arts. III. The Æsthetic Judgment—Taste. 7. Personal Feeling.



I. General Nature. (a) Social, (b) Moral, (c) Religious. II. As a Spring to Action. (a) Social Institutions. III. The Personal Judgment—Conscience.

#### THE WILL.

1. Sensuous impulses. (a) Reflex action, (b) impulses of perception, (c) instinctive impulses, (d) Instincts of expression.

2. Development of volition. (a) Desire. (b) Choice—Motive. (c) Realization of motive.

3. Physical control. (a) Localization of motor impulses. (b) Combination of motor impulses.

4. Prudential control. (a) Development of desire. (b) Choice of ends and means. (c) Forms of prudential control. 1. Practical.

2. Intellectual. 3. Emotional.

5. Moral control. (a) Development of ethical desire. (b) Ethical choice. (c) Results of moral action. 1. Generic volition. 2. Regulation of desires. 3. Accurate and intuitive choice. 4. Effective execution.

Text: Dewey's Psychology.

#### PHILOSOPHY OF EDUCATION.—*Third Term.*

Part I. Education in its general idea: (a) Its Nature. 1. Possible only to self-active beings. 2. Education by Divine Providence, by experience, or teachers. Relates to body, intellect, and will; must be systematic; conducted in schools. (b) Its form. 1. Self-estrangement, work, play. 2. Habit. 3. Authority, obedience, punishment. (c) Its Limits. 1. Subjective limits in the pupil's capacity. 2. Objective limit in the pupil's wealth and leisure. 3. Absolute limit in the pupil's completion of school work.

Part II. Education in its special elements. (a) Physical. 1. Dietetics. 2. Gymnastics. 3. Sexual (omitted). (b) Intellectual. 1. Psychological epochs. (a) Intuitive—sense-perception. (b) Imaginative—fancy and memory. (c) Logical. II. Logical order. (a) of development of the pupil. (b) of development of the subject. (c) of demonstration. 1. Analytic. 2. Synthetic. 3. Dialectical. III. Instruction. (a) Pupil's capacity. (b) Pupil's act of learning. 1. Mechanical. 2. Dynamical. 3. Assimilative. (c) Method of instruction. 1. Living example. 2. Text-book. 3. Oral. (d) Will training. 1. Social usages. 2. Moral training. (a) The Virtues. (b) Discipline. (c) Character. 3. Religious education (omitted).

Part III. Education in its particular systems. (a) National. 1. Passive. (a) Family—China. (b) Caste—India. (c) Monkish—Thibet. 2. Active. (a) Military—Persia. (b) Priestly—Egypt. (c) Industrial—Phoenicia. 3. Individual. (a) Aesthetic—Greece. (b) Practical—



Rome. (c) Abstract Individual—German tribes. (d) Theocratic—The Jews. (e) Humanitarian, or Christian. I. Monkish. II. Chivalric. III. Citizen. 1. For special callings. (a) Secular. (b) Jesuits. (c) Pietistic. 2. To achieve an ideal of culture. (a) Humanist. (b) Philanthropist. 3. For free citizenship. Text-book, Rosenkranz.

PEDAGOGY.—*First, Second, Third Term. Three Hours a Week.*

Topics for Study. 1. The Chief Aim of Education. 2. The Relative Value of Studies. 3. Nature of Interest. 4. Concentration. 5. Apperception. 6. Induction. 7. The Formal Steps.

Examination of the Course of Study below the High School. 1. Fields which the course of study must cover. 2. Value of Literature as an introduction to the life of the school. 3. Essential nature of a story. 4. Method of estimating the value of the story for the primary grades. 5. List of stories suitable for first grade. 6. Place of science in primary grades. 7. Suitable topics for fall term, winter and spring terms. 8. Reading. What is it? What associations should be formed? 9. What error often made? 10. How help the child to help himself? 11. How can literature and science be utilized? 12. Illustrative exercises given by training teachers with class. 13. Careful study of the exercise. Similar illustrative exercises in other parts of the course with a review of special methods.

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### Practice Work in Model School. .

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(See Courses of Study.)

Each Normal student is required to teach four terms in the Practice School, for forty-five minutes each day, not less than three terms of which shall be actual work of instruction. At least one term must be spent in the Primary Grades. All practice work is performed under the immediate oversight of the training teachers. The work of criticism is both personal and general. The general criticisms are given in teachers' meetings, one of which is held each week. The special criticisms are given in grade meetings and in personal interviews. Pupil teachers must submit plans of work to their supervisor, which must be approved before being put into execution. They are held responsible for the control and general management of their classes. They are expected to make personal studies of the pupils, so that they may give accurate descriptions of their character, personal peculiarities, habits of study, and general disposition.

Generally each pupil teacher is under the observation of one or more pupil teachers, who make careful notes of the work. By this

arrangement the training teachers are enabled to determine accurately the skill with which discipline is maintained in their absence.

The practice work of the pupil teachers reaches from the first grade of the Primary School through the first year of the High School. In addition to the work of instruction, pupils are required to take charge of a room during opening exercises, and to have the management of children as much as possible.

Frequent illustrative exercises, conducted by training teachers, are given to the whole body of pupil teachers. These cover a variety of subjects, but are usually given in those studies in which there is the greatest probability of a lack of skill on the part of the pupil teachers.

Persons desiring to fit themselves for primary teachers are permitted to put in all of their time with the training teacher having the lowest departments in charge.

During recesses and noons children are under the general oversight of pupil teachers, who make careful studies of individual pupils as they manifest their dispositions in games or other recreations.

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## Department of Ancient Languages.

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### LATIN.

#### 1. COLLAR AND DANIELL'S FIRST LATIN BOOK.

Roman pronunciation with careful attention to long vowels. Constant drill in pronunciation, paradigm forms, translation, and composition. Thoroughness in all this elementary work will be insisted upon. The ability slowly and painfully to recall forms is of no value. *Twenty-one weeks.*

#### 2. EUTROPIUS OR VIRI ROMAE. *Six weeks.*

The purpose of this course is to give practice in translating easy Latin.

#### 3. BEGINNING CÆSAR. *First ten chapters of Book I and all of Collar's Latin Composition, based upon the same. The Lineal Relationship of Latin and English.*

A treatment of the two-thirds of English classically derived. The laws of the derivation and all the important types of the words coming from Latin (1) through Popular French, (2) through Learned French, (3) directly. Special pains will be taken to explain those whose derivation has been obscured by Popular French changes, as *quaint* from *cognitum*, *gist* from *jacet*, *joy* from *gaudia*, *queue* from *caudam*, *marvel* from *mirabilia*, *city* from *civitate*. A printed outline of this work will be furnished the student. *Course (3) occupies twelve weeks.*

4. SECOND AND THIRD TERMS CÆSAR. *Twenty-seven weeks.*

Drill upon the uses of the various cases, the subjunctives, the gerund and gerundives, the indirect discourse. Extended study of minor grammatical principles. The advance lesson each day is translated as literally as is consistent with fair English; the review more freely. Parts of the text are translated slowly and critically; rapid translation of other portions; sight translations. Life of Cæsar. Geography of Italy and Gaul. History of the age. *Books I, II, IV, and the historically interesting portions of V-VII.* The historical worth of Cæsar's Commentaries. Their literary value. Character of Cæsar as shown in his own story.

*Collar's Composition based upon Book II.*

*Cognate Relationship of Latin and English.*

It is the aim to give in simple form instruction in such main results of modern philological thought as are indispensable to those who wish to teach Latin and English as related languages. This will include:

A preliminary glance at Old English and its development into Modern English.

The relation of the native one-third of English in a cognate way to Latin. The Latin correspondent of each English vowel and consonant will be shown. Quite a mass of material in the way of cognate words and suffixes will be used in illustration,—thus, *frater* and *brother*, *hostis* and *guest*, *lacrima* and *tear*, *ring* and *circus*, *fagus* and *book*, *anser* and *goose*. A printed outline of this work will be furnished the student.

5. CICERO. *Four Catiline Orations, Archias, Ligarius, Manilian Law.*

*Collar's Composition, Part IV.*

Critical translations of some portions; rapid translation of other parts. Syntax. Life of Cicero. Related history, geography, and biography. The Augustan Age. Thought analysis of orations. Written re-review of two in exceptionally smooth English. A persistent effort is made to secure from the pupil clear, forcible English that is at once worthy of the masterpiece he is translating and indicative of the constructions in the original. Continued attention to the lineal and to the cognate relationship of Latin and English. Sight reading. *Twenty-seven weeks.*

6. OVID. *Selections, mostly from the Metamorphoses, 1,500-2,000 lines.*

Life and works of Ovid. Elementary principles of versification. Scansion. *Kelsey's Greek and Roman Mythology.* *Twelve weeks.*

7. VERGIL. *Æneid, Books I-VI.*

Related biography, history, geography, and mythology. Careful study of versification. Facility in scansion required. Sight reading. The literary value of the *Æneid.* *Twenty-one weeks.*

8 and 9. HORACE. *Selections from Odes.* LIVY. *Selections from books XXI, XXII.*

These courses are offered that our graduates who teach Latin may have had a taste of work more advanced than is found in a high school course. Study of Horace's versification and new constructions. Study of comparative syntax based upon Livy and Cæsar. Related history, biography, etc. *Eighteen weeks.*

10. TACITUS (optional). *Germania, or Agricola, or both.* *Twelve weeks.*

## GREEK.

1. BEGINNING GREEK. *Frost's Greek Primer and Goodwin's Grammar to match.*

Constant drill in pronunciation, translation, and composition. Thoroughness in all this work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Fifteen weeks.*

2. ZENOPHON. *Anabasis I-IV; or Anabasis I-II, and selections from Hellenica and Memorabilia.* *Sight translation. Greek prose composition.*

Critical translation of portions of the text; free translation of other parts. More extended study of minor grammatical principles. Related geography, history, and biography. Composition work based upon the text. Elementary derivation work. Goodwin's chapter on word-formation. *Thirty-nine weeks.*

3. HERODOTUS. *Selections from Persian Wars.*

Study of Ionic forms and comparison with corresponding Attic forms. Classical geography studied in so far as useful for an intelligent exposition of the text. Sight translation. Related geography and history. *Twelve weeks.*

4. HOMER. *Iliad, Books I-IV; or I-II, and an equivalent for III-IV from the Odyssey.*

Related history and geography. Greek mythology. Homeric forms compared with Attic and Ionic. Careful study of versification. Facility in scansion required. Rapid translation of portions of text. Critical exposition of other parts. Derivation work. *Twelve weeks.*

5. PHILOLOGICAL WORK.

During the Greek course the cognate relationship of Greek to English and to Latin will be systematically studied, the rules for consonant and vowel correspondents learned and fully illustrated.

## DEPARTMENT OF GERMAN.

1. JOYNES-MEISSNER'S GERMAN GRAMMAR AND BOISEN'S GERMAN PROSE. *Fifteen weeks.*

Three weeks are spent upon a brief synopsis of grammatical paradigms and the translation of illustrative sentences. Then from 80-100 pages of prose are read and the grammatical work based upon the text. Inductive study of the cognate relationship of English and German. The pupils discover for themselves, by means of a classification of the German words that they have had, the vowel and the consonant correspondences existing between German and English.

2. MINNA VON BARNHELM. *Eight weeks.*3. JUNGFRAU VON ORLEANS. *Ten weeks.*4. HERMANN UND DOROTHEA. *Six weeks.*

During the reading of (2), (3) and (4) the student is led to acquire a vocabulary. Attention is paid to helpful English cognates of new German words. Especial study of the conversational idioms that occur in the texts read. Some drill in composition. Considerable use of German as the language of the class room. English-German philology.

The above comprises the first year's work in German. The second year's work varies somewhat, from year to year, as to the texts read. The following would be a representative program: Schiller's Wilhelm Tell, Buchheim's Deutsch Lyrik (The selections from Heine, Schiller, Goethe, and some others), Goethe's Egmont, Heine's Hartzreise, Freytag's Soll und Haben; some easy sight reading. Philological, conversational and composition drill.

POLITICAL ECONOMY. (*Twelve weeks.*)

1. *Production*.—Land and Natural Agents, Labor, Origin, and Office of Capital, Productive Capability of a Community.

2. *Exchange*.—Theory of Value, Theory of International Exchanges; Money and its Value, Debased Coin, Seigniorage, Inconvertible Paper Money, Bank Money; Reaction of Exchange upon Production.

3. *Distribution*.—Parties to the Distribution of Wealth: Rent, Interest, Profits, Wages, Minor Shares, Reaction of Distribution upon Production.

4. *Consumption*.—Subsistence, Population, Appearance of New Economic Wants, Consumption, the Dynamics of Wealth, Reaction of Consumption upon Production.

5. *Application of Economic Principles.*—Usury Laws, Banking Functions, Co operation, Trades Unions and Strikes, Unearned Increment of Land, Political Money, Bi-Metallism, Pauperism, Revenue of the State, Principles of Taxation, Protection and Free Trade.

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## **Courses of Study for the Practice School.**

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In the following outlines for the work of the Practice School the work in Music and Gymnastics does not appear. Systematic exercises in both Singing and Physical Culture are introduced in all grades.

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### **Primary Department.**

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#### *FIRST GRADE.*

##### LITERATURE.

##### FIRST TERM—FALL.

Stories 1-6 in "Classic Stories for the Little Ones." Thanksgiving and Christmas stories.

##### SECOND TERM—WINTER.

Stories 7-11, in "Classic Stories for Little Ones." Stories of Lincoln, Washington, Longfellow, and Lowell.

##### THIRD TERM—SPRING.

Stories 12-15, in "Classic Stories for Little Ones." Stories of Froebel and stories in connection with Arbor Day and Memorial Day exercises.

Children memorize many beautiful poems throughout the entire year.

##### NATURE STUDY.

##### FIRST TERM—FALL.

1. Life History of Dog, Cow, Sheep, Squirrel, Rabbit, Mouse, Rat.
2. Preparation of familiar trees with large buds, as walnut, hickory, buckeye, and poplars for winter rest, associated with gathering of autumn leaves.



## SECOND TERM—WINTER.

1. Winter study of Austrian Pine as type of Evergreen Trees.
2. Scotch Pine, Hemlock, and Norway Spruce by comparison with Austrian Pine.
3. Horse, Cat.
4. Chicken (type of birds).

## THIRD TERM—SPRING.

1. Plant seeds of Lima Bean, Sweet Pea, and Nasturtium. Watch development throughout term.
2. Buds of Apple, Cherry, and Plum. This study is begun before the buds are swollen at all. The study of the cherry is continued until cherries are ripe, and the other fruits are watched throughout the term.
3. Duck (type of water bird). Goose by comparison with the duck.

## READING.

The children are introduced to Reading through games for which directions are given at the board in writing. The vocabulary which the child has used in his plays and games becomes his first reading vocabulary. Later the following books are used:

Cyr's Primer.

Stickney's Primer.

Cyr's First Reader.

Thompson's Fairy Tale and Fable.

Thompson's Fables and Rhymes for Beginners.

Hodskin's Little People's Reader.

*Phonics.*—Sounds of the vowels and consonants in most common use in the readers. Letters not marked. Children are taught to recognize new words as fast as possible by making use of their knowledge of the sound values of letters.

## NUMBER.

There are no regular classes in number work. Incidentally to the other subjects, especially nature study, the children learn to count and to perform simple operations, basing their work upon the need of quantitatively measuring their experiences.

## WRITING—WRITTEN LANGUAGE—SPELLING.

The writing begins with blackboard exercises. The children draw, with large, free movements, many objects (such as the cart-wheel, bushel basket, etc.,) in which they are interested and which supply plenty of opportunity for movement. This work in movement is then carried over into the large, free writing of the names of

objects drawn. Later they write short sentences about the animals and plants studied. Needed capitalization and punctuation taught. First desk work as large as the desk will permit.

### DRAWING.

Holding of simple objects studied in science, as eggs, nuts, fruits, animals, etc. Drawing of similar colored objects with crayons, such as buds, leaves, etc. Painting of same in water colors. Paper cutting and pasting. Blackboard and pencil illustrations of stories in literature. Drawings of human form, a child posing as model.

The teacher's method leaves the child wholly free in his execution, merely directing his observation or arousing his imagination preliminary to the effort at expression.

### *SECOND GRADE.*

#### LITERATURE.

##### FIRST TERM—FALL.

Robinson Crusoe, chapters 1-10; or Hiawatha, sections III, VI, VII, VIII, IX.

##### SECOND TERM—WINTER.

Robinson Crusoe, chapters 11-20; or Hiawatha, sections X, XI, XIV, XVIII, XX.

##### THIRD TERM—SPRING.

Robinson Crusoe, chapters 21-29; or Hiawatha, sections V, XIII, XXI, XXII.

The chapters referred to above are to be found in "Robinson Crusoe for Boys and Girls."

#### NATURE STUDY.

##### FIRST TERM—FALL.

Continue and complete study of apple and plum begun in spring.

The Grape, ripened fruit on vine.

Watermelon and Muskmelon from flower to fruit.

Cabbage butterfly.

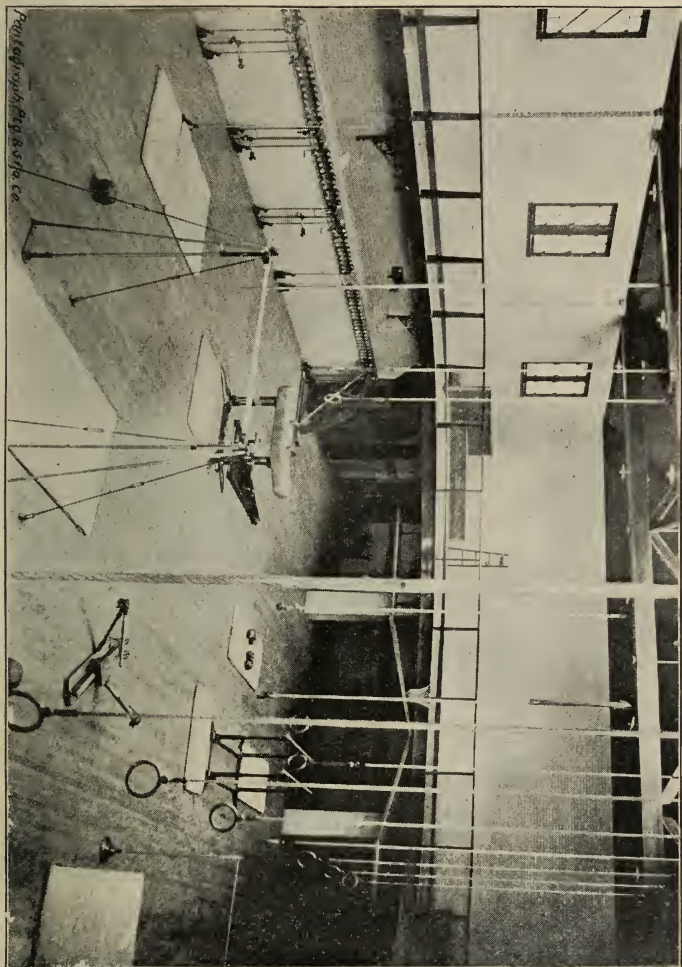
Caterpillars frequenting any of the trees previously studied or the grape, and their preparations for winter.

Preparation of plants for winter.

##### SECOND TERM—WINTER.

Snow Crystals.

Salt, sulphur, and Quartz Crystals by comparison with Snow Crystals. Kinds and formation of pebbles and stones.



INTERIOR OF THE GYMNASIUM.

Crow and owl.

Goat (by comparison with sheep, if the latter has already been studied).

Arrival of early spring birds—time noted.

Watch for any change in the buds of linden, larch, birch, and willow trees.

### THIRD TERM—SPRING.

Continuation of study of trees as in preceding term.

Brown thrush and yellow-winged woodpecker.

Seeds of melon, corn, and morning-glory sown. Watch development.

Grape—buds and blossoms.

Violet. Lily.

Honey bee. Firefly. Fish.

### READING FOR THE YEAR.

"Classic Stories for the Little Ones."

"Nature Stories for Young Readers," Vols. I and II.

Poems connected with Literature and Nature Study.

Grimm's Fairy Tales, Vol. I, Wiltse.

"Pets and Companions," Stickney.

"Seed Babies," Morley.

Second Reader, Cyr.

Continuation of work in phonics as outlined for first year.

### NUMBER FOR THE YEAR.

The work in number for the year is based upon actual measurements. The children are led to ideas of numbers and their relations by the measurement of things within their experience. Through this work of measurement the following number facts and processes are developed and fastened by drill:

(a) The forty five facts in addition.

(b) Addition of single columns of figures by grasping the tens, sum not to exceed 20; thus, add 7, 4, 3, 2; the children see a ten in the seven and the three, which put with the four and two makes sixteen.

(c) Addition of two-place numbers, sum of neither column to exceed nine.

(d) Since  $3+4=7$ ,  $13+4=17$ , and  $23+4=27$ , etc. Similar additions carried to 100.

(e) Understanding of all two-place numbers as composed of tens and units.

(f) Subtractions suggested by (a) and (c).

- (g) Figures, Roman numerals, and names of numbers to 100.
  - (h) All tables of compound numbers in common use.
  - (i) Divisions, Multiplications, and Partitions, to 20.
  - (j) Multiplication tables of 2s, 5s, 10s, and 11s.
- Hall's Arithmetic Reader is used in Review.

### WRITTEN LANGUAGE—WRITING—SPELLING.

Stories based on Nature Study and Literature, the sentences being connected in thought.

Poems copied.

Short stories reproduced by children as tests.

In addition to the points insisted upon in the first year, the children learn to paragraph.

Blackboard and desk exercises for freedom of movement in writing.

Both writing and spelling are taught incidentally to the work in written language.

### DRAWING.

The method of the first grade is continued with new and more difficult materials. The child is especially stimulated to reproduce animal and human forms in action. Stories are illustrated by paper cuttings.

## Intermediate Department.

### THIRD GRADE.

#### LITERATURE.

#### FIRST TERM—FALL.

Hawthorne's Wonder Book.

#### SECOND TERM—WINTER.

Hawthorne's Tanglewood Tales.

#### THIRD TERM—SPRING.

Lamb's Adventures of Ulysses.

Church's Story of the Iliad.

Oral presentation. Use of good pictures. Develop a healthful imagination. Secure full and clear reproductions. Let the moral judgment of the children be developed by estimating the characters and their deeds. Develop outlines and let each child preserve them in his blank book.

## NATURE STUDY.

## FIRST TERM—FALL.

The corn plant; life history, parts, uses.

The grasshopper.

Dissemination of seeds. Cocklebur, milkweed, thistle, golden-rod, sunflower, sycamore, etc.

The bullfrog.

The crow.

Migration of birds. Time.

Heat. Production, effects, effects upon vegetation. Frost. The thermometer. Boiler house, a study of our system of heating and ventilation.

## SECOND TERM—WINTER.

Gray hare. Home, habits, enemies, manner of living.

Crystals. Snow, sugar, salt, alum, saltpetre.

The hard maple's preparation for spring. Sap in February. Vaporization, clouds, rain.

The stars and larger constellations; the moon and its changes.

Arrival of early spring birds. Bird calendar.

## THIRD TERM—SPRING.

Changes in the buds of the soft maple, box elder, birch, and willows. Blossoms, seeds, leaves, seedlings.

Continue study of birds as above. Include nesting, rearing of young, food, songs, etc.

The robin. The woodpecker.

The honey bee.

The potato.

Excursions are to be taken with the children throughout the year as often as necessary and as the weather permits, in order that the work may be based on the pupils' personal experiences.

## READING FOR THE YEAR.

Scudder's Fables and Folk Lore.

Mrs. McMurry's Robinson Crusoe.

Stickney's AEsop's Fables.

Stickney's Hans Andersen's Fairy Tales, First Series.



## HOME GEOGRAPHY.

## FIRST TERM—FALL.

Visit to cupola of Normal School. Home neighborhood, prairies, forests, city, village, roads, bridges, slopes, brook.

Farmer's fall work. Preparations for winter.

An October garden.

The campus. Slopes and drainage. Sand modeling. Map drawn to a scale. Miller Park relief. Forest Trees.

## SECOND TERM—WINTER.

Farmer's winter work. Feeding stock. Stockyards. Shipping.

The nursery. Grafting.

The carpenter shop. The wagon shop. Blacksmith shop.

School-room drawn to a scale.

## THIRD TERM—SPRING.

The nursery. Kind of trees, packing, shipping.

The garden in April, May, and June. Relation to hot-bed.

The green-house.

Farmer's spring work.

Court house, records, court rooms, trials, etc.

Local history and management of the town. Council, streets, police, etc.

Parks and monuments, with their history.

In the study of each of the phases of industrial home geography, (blacksmith, wagonmaker, nurseryman, farmer) especial attention is given to bringing out their relations to one another, looking ultimately towards notions of the division of labor, inter-dependence of trades and industries. Notions of physical geography are drawn from excursions in the neighborhood. During the year the stories of the "Seven Little Sisters" are presented orally wherever they are best suited to the work in home geography, and as the first introduction to other countries.

## NUMBER FOR THE YEAR.

Mastery of tables in addition and subtraction.

Understanding of all three-place numbers as composed of hundreds, tens, and ones.

Addition of columns of three-place numbers. Thorough understanding of reduction.

Mastery of subtraction.

Drill on such examples as, What number added to 4 makes 10? Added to 5, 7, 6, 8, etc.? Sums and difference up to 20, as  $9+9$ ,  $8+7$ ,  $7+6$ ; drill on endings, as  $48+3$ ,  $68+3$ ,  $98+3$ .

Reading and writing numbers to millions. Test understanding of composition by frequently asking "what" and "how many."

Tables of linear, liquid, dry measure; of time, weight, and money.

Cook & Cropsey's "Elementary Arithmetic," pp. 7-130. Make the arithmetic class a reading class at times when necessary.

Concrete examples from excursions in geography and science; draw on child's environment for material's.

Exact mathematical language in analysis; accurate, neat form in board work.

#### LANGUAGE—SPELLING—WRITING.

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty to forty short compositions from each child during the year, written, corrected, and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

#### DRAWING FOR THE YEAR.

Perspective of large, coarse, curved-edged objects. Work for freedom and proportion.

Studies from nature in both fall and spring.

Studies from the subject matter of literature, geography, and science. Holiday illustrations.

Clay work in the fall and spring. Blackboard work.

The following list suggests the character of the studies:

Tub, drum, peck measure, bushel basket, kettle, keg, crock, bucket, coffee-pot, flag, gun, hatchet, sword, cap, Christmas stocking, tree, common tools, sled, basket, gray hare, thermometer, oil can, water sprinkler, mittens, kite, small alarm clock, broom, brush, views of human form, branching of trees, leaves, flowers.

#### *FOURTH GRADE.*

##### HISTORY.

##### FIRST TERM—FALL.

McMurry's Pioneer History Stories. Oral presentation of the stories of Joliet and Marquette, Hennepin, LaSalle, The Sioux Massacre, George Rogers Clarke.

## SECOND TERM—WINTER.

From the same source the stories of Boone, Robertson and Sevier, Lincoln, Cincinnati and Marietta.

## THIRD TERM—SPRING.

From the same source the stories of Lewis and Clark, Fremont, De Soto.

For method see under Literature for Third Grade. See page 51.

## NATURE STUDY.

## FIRST TERM—FALL.

Cabbage butterfly. Caterpillars.

Turtle.

Grape—the ripened fruit.

Wild grasses.

Preparation of animals and plants for winter.

Migration of birds. Time.

## SECOND TERM—WINTER.

Winter study of evergreens on campus.

The sun—sunlight, sunglass, prism, colors, position of sun.

Sources of springs, rivers, wells. Porosity.

The pump. Construction.

## THIRD TERM—SPRING.

Review third grade work on maple, boxelder, birch.

Fertilization and the part insects play in the fertilization of plants.

Grape—buds and blossoms.

Germination. Bean, corn, buckeye, walnut, maple. Seeds watched.

Cray fish.

Apple and plum blossoms. Formation of fruit.

Robin, woodpecker, turtle dove.

## READING FOR THE YEAR.

Hawthorne's Wonder Book and Tanglewood Tales.

Eliot's six stories from the Arabian Nights.

Francillon's Gods and Heroes.

Bryant's Translation of Ulysses among the Phæacians.

Kingsley's Water Babies.

Use of dictionary acquired.

## GEOGRAPHY.

## FIRST TERM—FALL.

The Illinois river; the prairies of Illinois; corn and live stock in Illinois; the coal mines of Illinois; a trip on the Upper Mississippi; pineries and lumbering in Minnesota; Minneapolis as a trade center; the great wheat region of the Northwest; several great trade routes to Chicago.

## SECOND TERM—WINTER.

Lake Superior. St. Mary's Canal and Falls.  
The iron mines of Michigan. (Blast furnace).  
Chicago as a trade center.  
Tobacco raising in Kentucky. Tobacco region.  
The surface of Tennessee.  
The lower Mississippi. Jetties.

## THIRD TERM—SPRING.

Cotton raising in Mississippi (cotton belt).  
Springfield and State government.  
Sugar in Louisiana.  
Cattle ranch in Texas (great grazing region).  
Pike's Peak and vicinity.  
Irrigation and the Big Ditch at Denver.  
Yellowstone Park.  
Oral presentation as described under Literature for third grade.  
See page 51. Free use of sand and chalk.

## ARITHMETIC FOR THE YEAR.

Mastery of multiplication tables.  
Principles underlying multiplication. Relation to addition.  
Multiplication of six-place numbers by 1, 2, 3, and 4-place numbers.  
Short division. Six-place dividend.  
Mastery of long division.  
Review old tables of denominate numbers. Add square and cubic measure.  
Cook & Cropsey's Elementary Arithmetic, p. 131-224.

## LANGUAGE—SPELLING—WRITING.

Expansion of work for third grade. See third grade, page 54.

## DRAWING FOR THE YEAR.

Perspective of simple straight-edged objects.

Studies from nature.

Studies suggested by history, geography, science. Holiday illustrations. Clay work. Blackboard handling.

The following list is suggestive: Boxes, baskets, pans, telescope, satchel, sled, bench, table, coffee-mill, trunk, book shelves, wheelbarrow, tent, vegetables, sprays of leaves, entire plants (root, stem, leaves, etc.,) flowers.

*FIFTH GRADE.*

## HISTORY.

## FIRST TERM—FALL.

Champlain, Hudson, John Smith, Sir Walter Raleigh.

## SECOND TERM—WINTER.

Columbus, Magellan, Cortez.

## THIRD TERM—SPRING.

The Pilgrims; Washington to Braddock's Defeat; Fremont, trip across plains and mountains to California in 1849.

## NATURE STUDY.

## FIRST TERM—FALL.

Clam. Catfish.

Apple. Plum.

Migration of birds. Time.

Steam engine.

## SECOND TERM—WINTER.

Light and the eye. Eye of an ox. Human eye.

The moon and its phases. Tides.

The crust of the earth; geologic strata; pebbles; limestone; granite; marble; gravel bank; gorge; erosion; glaciers; volcanoes; fossils.

## THIRD TERM—SPRING.

Milkweed butterfly.

Honey bee.

Review of work of fourth grade in germination and budding of trees. See page 55.

Hepatica and marsh-marigold.

Blackbird. Bobwhite.

Movements of the earth about the sun.

## READING FOR THE YEAR.

Hiawatha, Parts I and II. Memorize selections.  
Ruskin's King of the Golden River.  
Macaulay's Lays of Ancient Rome.  
Whittier's Barefoot Boy.

## GEOGRAPHY.

## FIRST TERM—FALL.

Hudson river; Mt. Washington (White mountains); Boston (history and commerce); a cotton mill at Lowell (Merrimac river); Ship building at Philadelphia (ship and navy yards).

## SECOND TERM—WINTER.

Washington (national government); oyster fisheries of Chesapeake bay (comp. Long Island Sound); James river and surface features of Virginia; the pineries of Carolina; the orange groves of Florida (comp. California).

## THIRD TERM—SPRING.

The Alleghany mountains as a whole; New York city as a trade center; a gold mine in California; the salmon fisheries of the Columbia; the St. Lawrence river; City of Mexico (plateau and climate); the Rocky mountains as a whole; the river systems and slopes of North America.

## ARITHMETIC FOR THE YEAR.

Factoring; least common multiple; cancellation; common and decimal fractions.

Cook and Cropsey, pp. 224-267.

## LANGUAGE—SPELLING—WRITING.

Continuation of work of Third and Fourth Grades. See Third Grade.

## DRAWING FOR THE YEAR.

Perspective of both curved and straight edged objects. (See Third and Fourth Grades). Development of exact work. Artistic handling. Much outdoor sketching. Development of first expression in light and shade.



## Grammar and Preparatory Department.

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The Grammar School is intended for those who wish to prepare for the Normal School, for a High School, or for general business.

Young men and young women not fully prepared for the Normal Department are enabled to enter after spending a term or two in the rigorous preparatory drill of the Grammar School; while to those who are preparing for a High School, it offers excellent academic training. It is in the direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their effort to get a higher education, simply because their elementary education has been poor; hence, great care is taken that each shall be well-grounded in elementary knowledge.

Those who wish merely a common-school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire a ready knowledge of arithmetic, in order that they may make good accountants. Those more advanced will have the opportunity of studying bookkeeping, taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, during the second year, those who may wisely do so are allowed to take any of the languages in the Normal School.

The moral influence of the school and its surroundings is good. Vicious boys who are outcasts from other schools will not find admittance here. Saloons and other places of evil resort are not allowed in the town. Tuition is charged at the rate of \$25 a year.

### *SIXTH GRADE.*

#### HISTORY.

##### FIRST TERM—FALL.

Colonial History—Massachusetts and Virginia. Biographies of Miles Standish, Raleigh, and John Smith.

##### SECOND TERM—WINTER.

Colonial History—New York and the Iroquois; Pennsylvania and Maryland. Biographies of Stuyvesant, Franklin, and William Penn.

##### THIRD TERM—SPRING.

Colonial History—Georgia (Oglethorpe). Review of three type colonies. French and Indian wars. Washington and Braddock.

## NATURAL SCIENCE.

## FIRST TERM--FALL.

Study of seeds and fruits and the preparation of plants and animals for winter.

## SECOND TERM--WINTER.

Experiments in condensation and evaporation.

Application to physical geography.

Erosion in various forms.

World water partings.

World river basins.

World river systems.

## THIRD TERM--SPRING.

Animal life of brooks,—fish, frogs, reptiles; germination spring flora.

## READING.

## FIRST TERM--FALL.

Courtship of Miles Standish. Autobiography of Franklin.

## SECOND TERM--WINTER.

Legend of Sleepy Hollow.

Snow Bound.

## THIRD TERM--SPRING.

Evangeline.

Burrough's Birds and Bees.

Vocal and phonic drill throughout the year to meet the needs of the class.

## GEOGRAPHY.

## FIRST TERM--FALL.

The World Whole—Position, shape, and area of continents. Long and short slopes. Primary and secondary highlands. River basins, general appearance and character. Formation of mountains. Origin of soils. General ideas of a river as to origin, as a carrier of soil and leveler, as to formation of deltas and lakes in river valleys. Work based on direct observation of home water courses.

Collateral reading: Frye's Brooks and Brook Basins; Jane Andrew's Seven Little Sisters, and Each and All.

## SECOND TERM--WINTER.

North America.—Review of slopes, highlands and river-basins as presented in preceding term. Careful study of North America as a type for study of continents. Continental divide. Long and short

slopes. Mountain ranges, height and character. Plateaus. Close study of Great Basin and of Colorado and Columbia Plateaus. Close study of Mississippi, MacKenzie, St. Lawrence, Colorado, and Yukon basins. The Ice Sheet and the formation of the Great Lakes. Climate, vegetation, animals and industries. Chalk modeling and sand modeling.

#### THIRD TERM—SPRING.

South America.—Structure and relief compared with North America. Study South America in general according to plan suggested above for North America. Sand and chalk as above.

#### ARITHMETIC.

##### FIRST TERM—SPRING.

Percentage and its simple applications.

Complete Cook & Cropsey's Elementary Arithmetic.

##### SECOND TERM—WINTER.

Review fractions and compound numbers.

Analysis of miscellaneous problems.

##### THIRD TERM—SPRING.

Review percentage with fuller work in applications. Metric System.

#### LANGUAGE—SPELLING—WRITING.

Continuation of the work outlined for third grade. See page 54.

#### DRAWING FOR YEAR.

Continuation of studies in form, light and shade and perspective as in 3d, 4th, and 5th grades. Outdoor and indoor sketching. Color work in spring. Selections as before.

#### SEVENTH GRADE.

##### HISTORY.

##### FIRST TERM—FALL.

Revolutionary War--Biographies.

##### SECOND TERM—WINTER.

From the Revolutionary War to the Close of the War of 1812. Framing of Constitution. Northwest Territory. Biographies of Adams, Jefferson, and Madison.

## THIRD TERM--SPRING.

Tariff and state's rights. Slavery question. Mexican war. Territorial growth. War for the Union. Biographies of Lincoln, Lee, and Grant.

## NATURAL SCIENCE.

## FIRST TERM--FALL.

Physiology—Circulation, respiration, digestion, effects of alcohol and narcotics.

## SECOND TERM--WINTER.

Heat—Convection and radiation.

Air pressure.

## THIRD TERM--SPRING.

Study of Type Trees—Maple.

Birds—Woodpecker, bluejay, wild pigeon, blackbird.

## READING.

## FIRST TERM--FALL.

Study of national poems bearing on history work, as Paul Revere's Ride, Lexington, Ballad of the Boston Tea Party.

Selections from Lamb's Tales of Shakespeare.

## SECOND TERM--WINTER.

Hale's Man Without a Country.

Hawthorne's Tales of the White Hills.

Andrew's Ten Boy's on the Road from Long ago to Now.

## THIRD TERM--SPRING.

Scott's Lady of the Lake.

Lowell's Vision of Sir Launfal.

Burrough's Birds and Bees.

For phonic and vocal drill see sixth grade.

## GEOGRAPHY.

## FALL AND WINTER TERM.

Europe and Asia as a whole. Trend of continental axis, long and short slopes. Basins of the Rhine, Rhone, Danube, Volga, Indus, Yankste, Hoang, Lena and Yenesei. Relation of relief to climate, soil, vegetation and industries. Much use of sand, chalk, and flour modeling.

## SPRING TERM.

Africa and the islands of the sea. Use outline suggested for North America; see work for sixth grade.

## MATHEMATICS.

## FALL TERM.

Hornbrook's Geometry to p. 88.

Lines and angles, circles, arcs and angles, rectangles, triangles, and lines.

## WINTER TERM.

Finish Hornbrook's Geometry. Quadrilaterals, ratio and proportion, polygons, circles and lines, squares and cubes.

## THIRD TERM—SPRING.

Arithmetic—More difficult applications of percentage. Cook & Cropsey's New Advanced Arithmetic, pp. 224 to 305.

## LANGUAGE FOR THE YEAR.

Fall and winter terms devoted to technical grammar from a text book (Southworth and Goddard, to p. 155). Frequent essays on topics of history, science, literature, and geography. Oral and written reproductions of short poems. Spring term devoted chiefly to language work in connection with nature study. Spelling and writing as before.

## DRAWING.

Continuation of work of sixth grade, with more difficult studies.

*EIGHTH GRADE.*

## HISTORY.

## FIRST TERM—FALL.

English History—The Teutons, Feudalism, Magna Charta, Renaissance, Discovery of America.

## SECOND TERM—WINTER.

English History—Tudor period, period of discovery and exploration, colonization of America; House of Hanover and American Revolution.

## THIRD TERM—SPRING.

Review American History in light of preceding English History; Critical period, growth and development of Union, War for Union, reconstruction and later development.

## NATURAL SCIENCE.

## FIRST TERM—FALL.

Air—Elasticity, expansion, air currents, air pressure, barometer. Manual work in application of scientific principles; construction of pump and barometer. Or

Heat—Evaporation, condensation, construction of steam engine, study of thermometers.

#### SECOND TERM—WINTER.

Magnetism and Electricity. Construction of electric bell system; telephone and telegraph.

#### THIRD TERM—SPRING.

Type trees—Austrian Pine.

Spring flowers—Fertilization and germination.

#### READING FOR THE YEAR.

Scott's *Ivanhoe* and *Kenilworth*, Rolfe's *Tales from English History in Prose and Verse*, Emerson's *Fortune of the Republic*, Burke's *American Orations*, Lincoln's *Gettysburg Speech*. Short poetical selections, as the *Launching of the Ship*, bearing on history.

For phonic and vocal drill see sixth grade.

#### MATHEMATICS.

##### FIRST TERM—FALL.

Algebra—Giffin's *Grammar School Algebra*, to page 52.

Exercise in algebraic language. Addition, subtraction, multiplication and division. Simple equations.

##### SECOND TERM—WINTER.

Finish Giffin's *Grammar School Algebra*.

##### THIRD TERM—SPRING.

Arithmetic—Review percentage and applications; involution, evolution, and mensuration. Finish Cook & Cropsey's *New Advanced Arithmetic*.

#### LATIN OR GRAMMAR FOR THE YEAR.

In this year Latin is accepted as an alternative for grammar from those who desire to begin Latin at this time in order to be better prepared for High School or Normal work.

Latin—Fall term to p. 67, winter term to p. 125, spring term to the end of Collar & Daniell's *First Latin Book*.

Grammar for Fall and Winter terms: Continuation of seventh grade work. Complete Southworth and Goddard. Spring term devoted to essay work.

#### DRAWING FOR YEAR.

Continuation of work for seventh grade. Pen and ink work.



## NINTH GRADE. FIRST YEAR HIGH SCHOOL.

Pupils entering this grade are allowed to complete a regular high school course in the Normal department if they so desire.

### LATIN FOR THE YEAR.

See page 42 in this catalog.

### MATHEMATICS.

#### FIRST AND SECOND TERMS—FALL AND WINTER.

Algebra. \* See Normal Course.

#### THIRD TERM—SPRING.

Review of Arithmetic. Time and topics determined by the needs of the class.

### LITERATURE.

#### FIRST TERM—FALL.

Seven American Classics. Thought and interpretation emphasized; daily practice in oral reading to cultivate ease, flexibility, and naturalness in expression.

#### SECOND TERM—WINTER.

Tales of a Wayside Inn. Longfellow's preparation for this work. The characters of the introduction. Paul Revere's Ride, Student's Tale, The Falcon of Sir Frederigo, Robert of Sicily, Saga of King Olaf.

#### THIRD TERM—SPRING.

Masterpieces of British Literature. Treatment as before. Occasional essays in connection with the selections.

### SCIENCE.

#### FIRST TERM—FALL.

Heat, air, and water, with special reference to their bearings on the problems of physical geography. Daily work in the laboratory.

#### SECOND TERM—WINTER.

Brief survey of typical vertebrate structures.

The cell, independently and as a basis of organic life. Lower many-celled animals: Starfish, jellyfish. Dissection of the oyster. Mollusca and insecta characterized in general. The lobster, crayfish and perch, as types, with dissection. Observations recorded.

**THIRD TERM—SPRING.**

Seeds—Kinds and characteristics. Covering and protection.  
Modes of dissemination.

Stems—Kinds and structure.

Buds—Kinds, structure, arrangement.

Flowers and fruits.

Drawings and recording of observations.

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**Preparatory Department.**

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The work of this department, which is connected with the Grammar department, is designed especially for those who need a special preparation before entering the Normal department.

**LITERATURE AND READING.**

Seven American Classics: *Snow Bound*, *Evangeline*, *Vision of Sir Launfal*. Special attention to thought and interpretation and to good habits of enunciation and expression in reading. Phonic and vocal work to meet the needs of the class.

**GEOGRAPHY.**

North America. Relief as basis of study: Slope the unit of relief; mountain ranges and plateaus compared as to altitude and area; effect of same on climate, vegetation and industries. Drainage of continent. Comparison of river systems and basins.

**SCIENCE.**

Correlated with geography. Problems from heat, air, and water. In the spring, seeds and the trees of the campus.

**ARITHMETIC.**

Common and decimal fractions, compound numbers, percentage. Careful work in analysis and oral and written expression.

**GRAMMAR AND COMPOSITION.**

Themes from the work in Literature, Science, and Geography. Purpose,—facility in the use of clear, correct English, both oral and written. Attention to thought, organization, and paragraphing as preparation for composition.

**WRITING.**

Fifteen minutes daily instruction in vertical script.

## **The Two-Year Course.**

Graduates of approved high schools, or persons possessing equivalent qualifications, will be admitted to the following course:

### **FIRST YEAR.**

#### **FIRST TERM.**

Reading, 18 hours per month.  
 Arithmetic, 18 hours per month.  
 Elementary Psychology, 18 hours per month.  
 Zoology, 18 hours per month.  
 Elements of Pedagogy, 8 hours per month.  
 Drawing, 8 hours per month.

#### **SECOND TERM.**

Pedagogy, 18 hours per month.  
 English Grammar, 18 hours per month.  
 Geography, 18 hours per month.  
 Ancient History, 18 hours per month.  
 Drawing, 8 hours per month.  
 Practice Teaching, 20 hours per month.

#### **THIRD TERM.**

Pedagogy, 18 hours per month.  
 English Literature, 18 hours per month.  
 Algebra, 18 hours per month.  
 Botany, 18 hours per month.  
 Practice Teaching, 20 hours per month.  
 Drawing, 8 hours per month.  
 Vocal Music, 8 hours per month.

### **SECOND YEAR.**

#### **FIRST TERM.**

Advanced Psychology, 20 hours per month.  
 Illustrative Teaching, 12 hours per month.  
 English Literature, 20 hours per month.  
 Civil Government, 18 hours per month.  
 Physics, 20 hours per month.

#### **SECOND TERM.**

Advanced Psychology, 20 hours per month.  
 Illustrative Teaching, 12 hours per month.  
 Practice Teaching, 20 hours per month.  
 Shakespeare and Themes, 20 hours per month.  
 Geometry, 18 hours per month.

#### **THIRD TERM.**

Philosophy of Education, 20 hours per month.  
 Illustrative Teaching, 12 hours per month.  
 Practice Teaching, 20 hours per month.  
 Physical Geography, 18 hours per month.  
 Bookkeeping and School Law, 20 hours per month.

The two-year pupils recite with the three-year pupils. The explanation of the course of study, consequently, applies to both courses.

A course in penmanship and vocal music is given in addition to the above.

## The Three-Year Course.

| FIRST YEAR.                       |                     |  | SECOND YEAR.                          |                    |  | THIRD YEAR.                            |                    |  |
|-----------------------------------|---------------------|--|---------------------------------------|--------------------|--|----------------------------------------|--------------------|--|
| FIRST TERM.                       |                     |  | FIRST TERM.                           |                    |  | FIRST TERM.                            |                    |  |
| Reading.....                      | 18 hours per month  |  | Algebra.....                          | 18 hours per month |  | Advanced Psychology                    | 20 hours per month |  |
| Geography.....                    | 18 hours per month  |  | Elementary Psychology.....            |                    |  | Physics.....                           | 20 hours per month |  |
| English Grammar.....              | 18 hours per month  |  |                                       | 18 hours per month |  | English Literature.....                | 20 hours per month |  |
| Arithmetic.....                   | 18 hours per month  |  | Civil Government.....                 | 18 hours per month |  | Mediaeval.....                         | 20 hours per month |  |
| Elements of Pedagogy.....         |                     |  | Zoology.....                          | 18 hours per month |  | Illustrative Teaching and Methods..... |                    |  |
| Drawing.....                      | 8 hours per month   |  | Drawing.....                          | 8 hours per month  |  | .....                                  | 12 hours per month |  |
| Orthography.....                  | 8 hours per month   |  |                                       |                    |  |                                        |                    |  |
|                                   | 10 minutes ea h day |  |                                       |                    |  |                                        |                    |  |
| SECOND TERM.                      |                     |  | SECOND TERM.                          |                    |  | SECOND TERM.                           |                    |  |
| Reading.....                      | 18 hours per month  |  | Rhetoric.....                         | 18 hours per month |  | Advanced Psychology                    | 20 hours per month |  |
| Arithmetic.....                   | 18 hours per month  |  | Geometry.....                         | 18 hours per month |  | Shakespeare and Themes.....            |                    |  |
| Geography.....                    | 18 hours per month  |  | Ancient History.....                  | 18 hours per month |  | Physics.....                           | 20 hours per month |  |
| Pedagogy.....                     | 18 hours per month  |  | Physiology.....                       | 18 hours per month |  | Illustrative Teaching and Methods..... |                    |  |
| Drawing.....                      | 8 hours per month   |  | Practice Teaching in Model School.... |                    |  | .....                                  | 12 hours per month |  |
| Penmanship.....                   | 8 hours per month   |  | ..                                    | 20 hours per month |  | Practice Teaching in Model School....  |                    |  |
| Orthography.....                  | 10 minutes ea h day |  | Drawing.....                          | 8 hours per month  |  | .....                                  | 20 hours per month |  |
| THIRD TERM.                       |                     |  | THIRD TERM.                           |                    |  | THIRD TERM.                            |                    |  |
| History of the United States..... |                     |  | Botany.....                           | 18 hours per month |  | Philosophy of Education.....           |                    |  |
| English Grammar.....              | 18 hours per month  |  | Physical Geography.....               | 18 hours per month |  | .....                                  | 20 hours per month |  |
| Algebra.....                      | 18 hours per month  |  | English Literature.....               | 18 hours per month |  | Bookkeeping.....                       | 20 hours per month |  |
| Pedagogy.....                     | 18 hours per month  |  | Geometry.....                         | 18 hours per month |  | School Laws.....                       | 20 hours per month |  |
| Drawing.....                      | 8 hours per month   |  | Practice Teaching in Model School.... |                    |  | Chemistry.....                         | 20 hours per month |  |
| Vocal Music.....                  | 8 hours per month   |  | .....                                 | 20 hours per month |  | Illustrative Teaching and Methods..... |                    |  |
| Orthography.....                  | 10 minutes ea h day |  | Drawing.....                          | 8 hours per month  |  | Practice Teaching in Model Schools.... |                    |  |
|                                   |                     |  |                                       |                    |  | .....                                  | 20 hours per month |  |

Pupils are permitted to add Latin, Greek, and German to the above without charge. If these studies are taken the course is correspondingly lengthened.

# The Four-Year Course.

|                 | FIRST TERM.                                                                                                                                         | SECOND TERM.                                                                                                                             | THIRD TERM.                                                                                                                                          |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FIRST YEAR .... | Latin, Grammar and Reader.<br>English Grammar.<br>Geography.<br>Elements of Pedagogy, 2 hours a week.                                               | Latin, Grammar, Eutropius.<br>Reading.<br>Arithmetic.<br>Pedagogy.                                                                       | Cæsar.<br>United States History.<br>Algebra.<br>Pedagogy.                                                                                            |
| SECOND YEAR.... | Cæsar.<br>Algebra.<br>Zoology.<br>Practice Teaching.                                                                                                | Cæsar.<br>Rhetoric. ✓<br>Physiology.<br>Geometry.                                                                                        | Cicero.<br>Literature.<br>Botany or Physical Geography.<br>Geometry. ✓                                                                               |
| THIRD YEAR..... | Cicero or Science.<br>Civics or English Literature. ✓<br>German or Greek.<br>Elementary Psychology.                                                 | Ovid or Science.<br>German or Greek.<br>Practice Teaching.<br>Ancient History.                                                           | Vergil or Science.<br>German or Greek.<br>Political Economy.<br>Practice Teaching.                                                                   |
| FOURTH YEAR...  | Vergil 9 weeks, Horace 6 weeks; or<br>Astronomy.<br>Mediæval History or German or<br>Greek.<br>Physics.<br>Psychology.<br>Pedagogy, 3 hours a week. | Livy or Astronomy.<br>Physics, German or Greek.<br>Shakespeare and Themes.<br>Psychology.<br>Pedagogy, 3 hours a week.<br>.....<br>..... | Chemistry, German or Greek.<br>Practice Teaching.<br>Philosophy of Education.<br>School Law, 5 weeks.<br>Pedagogy, 3 hours a week.<br>.....<br>..... |

Drawing will alternate successively with regular studies, so as to give two exercises each week for first two years.

Pupils will be required to have daily exercises in orthography if found especially deficient in that branch.

Penmanship and vocal music will be provided for in the first year in method work. Any of the above work may be passed by satisfactory examination.

## **The Christian Associations.**

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There are two such societies, one for young men, Y.M.C.A ; and one for young women, Y.W.C.A. While they are separate organizations, union meetings are regularly held. As their name implies, they are Christian associations. All members of evangelical churches may become active members, while others may become associate members.

The work of these associations is many-sided, including religious devotion, instruction and study, missionary work, social culture, and the furtherance of religious culture and work along all lines. On the one side the body of students has in these societies the best opportunity for religious growth, organization, and social contact, and on the other the Sunday schools and churches are reinforced by the work of the societies.

The devotional meetings consist of prayer meetings, held each Tuesday evening by each of the associations, and a union meeting of the two each Sunday afternoon at four o'clock. The Tuesday evening meetings are conducted by the students, while the Sunday afternoon meetings are led sometimes by the pastors of the churches, sometimes by teachers or students of the Normal school.

The Bible-study class meets each Friday evening. For some years it has been conducted by Dr. E. C. Hewett, ex-President of the Normal School. It consists of a careful and comparative study of the Bible testimony or important religious topics.

The sociables given near the opening of each term furnish opportunity to the new students to become acquainted with each other and with older students, thus introducing them to the religious and social life of the school.

The associations cultivate systematically the mission spirit, and carry on some of its work. The students raise annually three hundred dollars with which, in co-operation with five of the churches in the town, five native missionaries are supported in foreign fields. A students' volunteer band is made up of those who intend eventually to enter upon the work in foreign fields. A missionary study class meets each Friday afternoon. The library of the Normal School has also been supplied, through the efforts of the association, with a collection of forty-five volumes of missionary literature.

Students are welcomed at all the meetings of the associations, and to its opportunities for religious devotion and culture.



## **The Oratorical Association.**

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This association had its origin in the winter term of 1889, the prime mover being Mr. Charles Beach, an enterprising student. Annual contests were held until the last school year when the association sent a representative to a meeting of delegates from the Normal schools of Kansas, Iowa, Illinois, and Missouri, who met for the purpose of organizing an Inter-State League of Normal Schools. As a result of that meeting an association was formed and the first oratorical contest was held at Warrensburg, Mo., May 8, 1896.

Five States sent contestants, viz: Wisconsin, Kansas, Illinois, Iowa, Missouri. The honors were awarded in the order named. The contestant from Illinois was Robert J. Wells, a student in this school. Although Mr. Beach left the school several years ago, his interest in the association is evinced by the fact that he has made provision for an annual prize of one hundred dollars and a gold medal for the winner of the preliminary contest, the same to be known as the Beach prize.

The second contest was held at Emporia, May 7, the same States sending contestants. Illinois was represented by Chester M. Echols. The rank of the contestants was as follows: Iowa, Missouri, Illinois, Wisconsin, Kansas.

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## **Accredited High Schools.**

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Graduates of accredited high schools may be admitted to the two-year course upon presentation of their diplomas. School authorities desiring to have their school placed upon this list should correspond with the president. The course should be not less than four years in length.

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## **The University of Illinois.**

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Arrangements have been made by which graduates of this school will be admitted to the junior classes of the University of Illinois. Graduates from the four-year course and from the two-year course will be able to get the degree of A.B. or B.S. at the end of two years at the University. Graduates of the three-year course will be credited with sufficient work to enable them to rank as juniors in courses leading to the degree of B.S.

| 1897  | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | 1898 | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. |
|-------|------|------|-------|------|--------|------|------|------|------|------|-------|------|--------|------|------|
| July  | ..   | ..   | ..    | ..   | 1      | 2    | 3    | Jan. | ..   | ..   | ..    | ..   | ..     | ..   | 1    |
|       | 4    | 5    | 6     | 7    | 8      | 9    | 10   |      | 2    | 3    | 4     | 5    | 6      | 7    | 8    |
|       | 11   | 12   | 13    | 14   | 15     | 16   | 17   |      | 9    | 10   | 11    | 12   | 13     | 14   | 15   |
|       | 18   | 19   | 20    | 21   | 22     | 23   | 24   |      | 16   | 17   | 18    | 19   | 20     | 21   | 22   |
|       | 25   | 26   | 27    | 28   | 29     | 30   | 31   |      | 23   | 24   | 25    | 26   | 27     | 28   | 29   |
|       | ..   | ..   | ..    | ..   | ..     | ..   | ..   |      | 30   | 31   | ..    | ..   | ..     | ..   | ..   |
| Aug.  | 1    | 2    | 3     | 4    | 5      | 6    | 7    | Feb. | ..   | ..   | 1     | 2    | 3      | 4    | 5    |
|       | 8    | 9    | 10    | 11   | 12     | 13   | 14   |      | 6    | 7    | 8     | 9    | 10     | 11   | 12   |
|       | 15   | 16   | 17    | 18   | 19     | 20   | 21   |      | 13   | 14   | 15    | 16   | 17     | 18   | 19   |
|       | 22   | 23   | 24    | 25   | 26     | 27   | 28   |      | 20   | 21   | 22    | 23   | 24     | 25   | 26   |
|       | 29   | 30   | 31    | ..   | ..     | ..   | ..   |      | 27   | 28   | ..    | ..   | ..     | ..   | ..   |
| Sept. | ..   | ..   | ..    | 1    | 2      | 3    | 4    | Mch. | ..   | ..   | 1     | 2    | 3      | 4    | 5    |
|       | 5    | 6    | 7     | 8    | 9      | 10   | 11   |      | 6    | 7    | 8     | 9    | 10     | 11   | 12   |
|       | 12   | 13   | 14    | 15   | 16     | 17   | 18   |      | 13   | 14   | 15    | 16   | 17     | 18   | 19   |
|       | 19   | 20   | 21    | 22   | 23     | 24   | 25   |      | 20   | 21   | 22    | 23   | 24     | 25   | 26   |
|       | 26   | 27   | 28    | 29   | 30     | ..   | ..   |      | 27   | 28   | 29    | 30   | 31     | ..   | ..   |
| Oct.  | ..   | ..   | ..    | ..   | 1      | 2    | ..   | Apr. | ..   | ..   | ..    | ..   | 1      | 2    | ..   |
|       | 3    | 4    | 5     | 6    | 7      | 8    | 9    |      | 3    | 4    | 5     | 6    | 7      | 8    | 9    |
|       | 10   | 11   | 12    | 13   | 14     | 15   | 16   |      | 10   | 11   | 12    | 13   | 14     | 15   | 16   |
|       | 17   | 18   | 19    | 20   | 21     | 22   | 23   |      | 17   | 18   | 19    | 20   | 21     | 22   | 23   |
|       | 24   | 25   | 26    | 27   | 28     | 29   | 30   |      | 24   | 25   | 26    | 27   | 28     | 29   | 30   |
|       | 31   | ..   | ..    | ..   | ..     | ..   | ..   | May  | ..   | ..   | ..    | ..   | ..     | ..   | ..   |
| Nov.  | ..   | 1    | 2     | 3    | 4      | 5    | 6    |      | 1    | 2    | 3     | 4    | 5      | 6    | 7    |
|       | 7    | 8    | 9     | 10   | 11     | 12   | 13   |      | 8    | 9    | 10    | 11   | 12     | 13   | 14   |
|       | 14   | 15   | 16    | 17   | 18     | 19   | 20   |      | 15   | 16   | 17    | 18   | 19     | 20   | 21   |
|       | 21   | 22   | 23    | 24   | 25     | 26   | 27   |      | 22   | 23   | 24    | 25   | 26     | 27   | 28   |
|       | 28   | 29   | 30    | ..   | ..     | ..   | ..   |      | 29   | 30   | 31    | ..   | ..     | ..   | ..   |
| Dec.  | ..   | ..   | ..    | 1    | 2      | 3    | 4    | June | ..   | ..   | ..    | 1    | 2      | 3    | 4    |
|       | 5    | 6    | 7     | 8    | 9      | 10   | 11   |      | 5    | 6    | 7     | 8    | 9      | 10   | 11   |
|       | 12   | 13   | 14    | 15   | 16     | 17   | 18   |      | 12   | 13   | 14    | 15   | 16     | 17   | 18   |
|       | 19   | 20   | 21    | 22   | 23     | 24   | 25   |      | 19   | 20   | 21    | 22   | 23     | 24   | 25   |
|       | 26   | 27   | 28    | 29   | 30     | 31   | ..   |      | 26   | 27   | 28    | 29   | 30     | ..   | ..   |

### Calendar for 1897-98.

The school year of 39 weeks is divided into three terms.

The first term of 15 weeks begins on Monday, September 13, 1897, and closes on Thursday, December 23. Examinations at the close of the term. Annual Contest of Literary Societies on Thursday evening, December 23. Semi-annual meeting of the Board of Education on Wednesday, December 9.

Vacation of one week.

The second term begins on Monday, January 3, 1898, and closes on Thursday, March 24. Examinations at the end of the term.

Vacation of one week.

The third term begins on Monday, April 4, and closes on Wednesday, June 22. Examinations during the last week of the term. Annual meeting of the Alumni June 22. Annual meeting of the Board of Education on Wednesday, June 22. Commencement exercises on Thursday, June 23.

Vacation of eleven weeks.

The new school year opens on Monday, September 12, 1897.

# **Pupil Teachers.**

1896-7.

## **FIRST CLASS.\***

|                           |                         |
|---------------------------|-------------------------|
| BAKER, CORA E.            | KERNS, CARRIE.          |
| BAKER, ESTELLE K.         | KING, ANNA.             |
| BARRETT, MABEL.           | LANGE, OTTILIE.         |
| BLAND, HATTIE.            | LEE, EMMA L.            |
| BOYCE, EVA B.             | LIGGITT, MYRTLE M.      |
| COOPER, ANNETTA B.        | LURTON, BLANCHE.        |
| COOPER, MABEL.            | MICHAELIS, EDNA.        |
| DANIEL. OZELLO H.         | MITCHELL, ANNA T.       |
| DARBY, GERTRUDE.          | MIZE, EDITH.            |
| EDMUNDS, ELMA R.          | MOON, EVA.              |
| EDWARDS, CARLIE.          | PHILLIPS, ALICE.        |
| EMERY, FANNIE.            | PIKE, EFFIE.            |
| FAIRFIELD, ETTA M.        | RHINESMITH, WILHELMINE. |
| FARMER, HATTIE.           | ROSS, SILVA.            |
| FELTON, JESSIE.           | SCHLATTERER, LAURA.     |
| FENTON, GRACE.            | SIKKEMA, A. ALICE.      |
| FLETCHER, MARY.           | SIMMONS, NORA M.        |
| FLINN, SARAH L.           | SNELL, CLARA M.         |
| HALL, ELIZABETH.          | VAN HORN, MARGARET.     |
| HAMBLIN, MRS. FRANK A.    | WASHBURN, EMMA.         |
| HIMES, ETTA A.            | WILLIAMS, JULIA.        |
| HUNT, FANNIE FERN E.      |                         |
| ALLEN, CHARLES.           | MARTIN, WM. WOODROW.    |
| CARSON, FRANKLIN B.       | MIZE, A. ROY.           |
| ECHOLS, CHESTER M.        | PATCH, FRED.            |
| ELLIOTT, CHARLES HERBERT. | PERRY, BENJAMIN.        |
| HALL, JOHN C.             | PIKE, WALTER F.         |
| HOFF, GEORGE S.           | RISHEL, WARREN HALE.    |
| HUNT, GEORGE W.           | ULLENSVANG, MARTIN L.   |
| JOHNSON, RILEY O.         | WELLES, WINTHROP S.     |
| McKINNEY, JOHN R.         |                         |

\*The first list consists of those who have been in school during the year 1896-7 and have taught four full terms or more of approved work in the Practice School. Those of the second class have taught less than four terms, but at least three terms; those of the third class less than three terms, but at least two; and those of the fourth class less than two terms.

## SECOND CLASS.

ANDERSON, EMMA.  
 CAMPBELL, EVA L.  
 COLBY, LYDIA.  
 CORSON, MAUDE.  
 CROUCH, RACHEL.  
 DILLON, JESSIE M.  
 HENNAUGHAN, MARY.  
 HUMPHREY, ANABEL.  
 KAISER, WILHELMINE.  
 McCREA, EDITH.  
 MARKEE, ALMA.  
 PITTS, HENRIETTA.

ASHWORTH, ARTHUR E.  
 BAKER, GEORGE.  
 BOWMAN, CHARLES T.  
 EASTWOOD, BYRON E.  
 HESS, ARDIE D.  
 JOHNSON, JOHN T.  
 PFINGSTEN, GEORGE F.

PORTER, EVA A.  
 RILEY, MRS. MAGGIE P.  
 ROSE, BERNEICE.  
 SCOTT, SADIE.  
 SMITH, NANO P.  
 STEVENSON, BESSIE B.  
 STOWELL, GERTRUDE.  
 SULLIVAN, MARY.  
 THEIS, FLORA.  
 THOMPSON, KATIE A.  
 TRAVIS, CARRIE E.

RUDOLPH, HENRY M.  
 THAYER, WILLIAM.  
 THOMPSON, FRANCIS.  
 WAITS, H. E.  
 WOLF, ALBERT E.  
 YOUNG, NOAH A.

## THIRD CLASS.

ADAMS, ELLA.  
 ALTES, MARY.  
 BLAIR, NETTIE M.  
 CHICKEN, SADA R.  
 COWLES, BESSIE A.  
 DAWSON, OLIVE L.  
 DUNHAM, EVA M.  
 EDMUNDS, LUCY.  
 ELLIOTT, GEORGIA.  
 FALCONER, HATTIE J.  
 FARMER, RHODA.  
 FILE, NELLIE.  
 FINCHAM, NELLIE.  
 FRANK, MARGARET.  
 FOLEY, MINERVA V.  
 GASTMAN, MRS. CORA M. JOHN-  
   STON.  
 HAMILTON, INA E.  
 HASBROUCK, MARY.  
 HIGGINS, MABEL A.  
 HILTS, EFFIE.

HITCHCOCK, ELIZABETH.  
 HUNTING, OLIVE.  
 JOHNSTON, J. WINIFRED.  
 KIMBALL, LURA C.  
 LA RUE, ORA.  
 LESEM, JOSEPHINE.  
 LONG, MRS. DORA B.  
 LOVE, MARY.  
 McCREA, IDA.  
 McKINNEY, BERNEICE.  
 McWHERTER, MARY.  
 MERRIAM, NELLIE D.  
 MILLER, LURA.  
 MOORE, HARRIET M. W.  
 MORSE, FANNIE EDNA.  
 NEUMAYER, LENA.  
 NEWHALL, MARY.  
 NIMMO, LIZZIE M.  
 NORWOOD, MAY.  
 OXLEY, MARY.  
 RAILSBACK, MRS. LILLIE.

RENO, CORA.  
RIGGS, MRS. LILLA D.  
ROBINSON, ADELINE.  
ROPP, THERESA.  
SCHICKLER, ROSA.  
SKILLIN, FLORENCE B.  
SMULL, LIZZIE E.  
TAYLOR, HELEN M.

TODD, FLORENCE.  
TRAVIS, ALIDA B.  
WASSON, FRANCES E.  
WHITE, DAISY P.  
WILSON, ESTELLE.  
WISE, ANNA.  
WRIGHT, EDNA MAY.

BORSCH, CHARLES J.  
CROCKER, WILLIAM.  
DAWSON, RUSSELL.  
GUNNELL, O. J.  
KERN, JOHN W.  
McDONALD, DALTON.  
McINTYRE, GEO. W.  
PALMER, GEORGE M.

PFEIFFER, FREDERICK.  
PRATT, LANSON H.  
PRICE, HOLLIS.  
READHEIMER, J. E.  
REECE, JOHN S.  
WILSON, GEORGE S.  
WILSON, JOHN T.

FOURTH CLASS.

ALBERTSON, SARAH.  
ANDREW, METTA.  
ANDREWS, MARGARET G.  
ARONSON, HILMA A.  
AUGUSTINE, ORA M.  
BABBS, MARY I.  
BAIRD, CLEMENTINE MAUD.  
BAIRD, MILDRED.  
BAIRD, TINA.  
BALDWIN, LETTA MAY.  
BARGER, HELEN M.  
BERRY, W. ELMA.  
BIEHL, CAROLENA W.  
BLAIR, EMILY.  
BOHRINGER, CORA L.  
BOSWORTH, MRS. ANNIE E.  
BOWMAN, FLORENCE M.  
BRACEY, ELIZABETH D.  
BRADLEY, CARRIE F.  
BURLINGAME, IDA M.  
BURNETT, LAURA.  
CALLAN, CATHERINE.  
CARPENTER, KATIE.  
CARPENTER, MARY EMMA.

CARTER, LUVICY.  
CHAMBERLAIN, LINNIE.  
COOK, LORENA.  
COOPER, NANCY B.  
CRONIN, ANNA.  
DANIELS, LUCRETIA, E.  
DARRAH, MRS. ANNIE.  
DOLPH, ALICE A.  
EMINGER, CORA MAY.  
FALCONER, EMMA.  
FINCH, HELEN C.  
FLESCHER, IDA L.  
FOSTER, KATHLEEN L.  
FRANKLIN, LOIS G.  
GILBERT, BLANCHE.  
GRASSMANN, ADELAIDE.  
GVILLO, MAY.  
HALL, ARA B.  
HAMEL, A. CECILIA.  
HANCE, MILLIE B. N.  
HANDLIN, ADAH C.  
HARPOLE, EMMA.  
HAWKES, JESSIE B.  
HESS, RUTHA B.

|                       |                        |
|-----------------------|------------------------|
| HITCHCOCK, MARY E.    | PATTERSON, GERTRUDE.   |
| HOLDER, JESSIE.       | PATTERSON, LIDA McF.   |
| HOLLERING, TILLIE.    | PATTERSON, MAUD.       |
| HOLMES, EASTER M.     | PEELER, LIZZIE, E.     |
| HORNISH, LULU.        | PORTER, ELIZA.         |
| HOWELL, MINNIE.       | PORTER, NELLIE.        |
| HUSSEY, ANNA L.       | POTTER, EFFIE, X.      |
| JACKSON, MAUDE.       | PROTSMAN, PEARL E.     |
| JOHNSON, BLANCHE.     | RECORD, MAE E.         |
| JOHNSTON, BERTHA H.   | REGENOLD, MABEL Z.     |
| JOHONNOT, KATHERINE.  | REEDER, GRACE.         |
| KEMPH, MARY.          | RENICH, MARY.          |
| KINTZ, DAISY.         | RICE, LENA H.          |
| KNOTT, ELIZABETH.     | RICKARDS, MARY.        |
| KRAEGER, GRACE.       | RILEY, MAUD.           |
| KRAUSE, HETTIA.       | RYAN, CATHERINE.       |
| KREIS, IDA.           | SALINE, EFFIE C.       |
| KUMPF, ANNA C.        | SCANLAN, LENA G.       |
| LEE, EVA GRACE.       | SCHEMPP, BERTHA.       |
| LELAND, ELLA POND.    | SCHNEIDER, MARY L.     |
| LENTZ, MARY.          | SEELEY, HELEN E.       |
| LESSLEY, MAE.         | SEGUINE, NELLIE.       |
| LOVERING, HATTIE H.   | SMITH, CORA D.         |
| LYONS, ROSE LOUISE.   | SMITH, DAISY M.        |
| McCALL, ADA.          | SMITH, KATE B.         |
| MCCORD, GRACE A.      | SMITH, MARGARET E.     |
| McKINNEY, MARGARET M. | SMITH, LEILAH A.       |
| McNAUGHTON, MARTHA M. | SNIDER, NELLIE M.      |
| MARSH, JENNIE M.      | SNYDER, NELLIE.        |
| MARTIN, PEARL B.      | STAPLETON, ALBERTA F.  |
| MAYBACH, EMMA S.      | STAVAR, BERTHA.        |
| MILLER, JESSIE W.     | STOVER, TELMA.         |
| MILLS, BERTHA.        | STRONG, FRANCES.       |
| MILLS, FLORA.         | STUBBLEFIELD, EDITH E. |
| MITTEN, RUTH E.       | SYLVESTER, FLORENCE.   |
| MONROE, GRACE.        | TAYLOR, VIRGINIA.      |
| MONTAGUE, BLANCHE E.  | TRIMBLE, MARY S.       |
| NEEDHAM, BESSIE.      | TROXEL, MABEL.         |
| NEELY, MARY ETTA.     | VAHL, JENNIE.          |
| NEU, ELIZABETH A.     | VEACH, LUELLE.         |
| NICOLLS, ELLEN A.     | VOORHEES, LUCIA I.     |
| NIXON, ISIDORE A.     | WALLACE, CAROLINE L.   |
| PATTERSON, ELSIE.     | WALLACE, MARGARET.     |



WALLING, MRS. ANNA.  
WALSH, MAMIE G.  
WALZ, EMMA.  
WARNICK, ANNA A.  
WATSON, ALICE P.  
WEBSTER, N. GRACE.  
WENDLAND, ANNIE F.  
WHEELER, CORA.  
WHEELER, MARY.

WHIGAM, JEAN.  
WILLIAMS, ELSIE.  
WILMER, ANNA.  
WILSON, MAMIE EVA.  
WILSON, MAY.  
WILSON, THEODORA.  
WORMLEY, BLANCHE.  
WORTH, CLEORA.  
YOUNG, GRACE H.

BAKER, FRED A.  
BARGER, THOMAS M.  
BENEDICT, WILLIAM A.  
BENNETT, WILLIAM E.  
BOGESS, ARTHUR M.  
BONNELL, CLARENCE.  
CARROLL, FRED E.  
CAVINS, STANLEY.  
COLEMAN, LYMAN H.  
CONGER, CARY R.  
COOK, ISAAC.  
DEWHIRST, JOHN.  
EDMUNDS, HAROLD.  
FLENTJE, LEWIS E.  
GROSSCUP, LAWRENCE W.  
HAWKES, WILLIAM.  
HIETT, A. B.  
HIMES, ROBERT P.  
KEINER, FREDERICK W.  
LINDSEY, WYLLARD B.  
LUKE, EDWARD.  
MADDEN, GEORGE B.  
McGUFFIN, RALPH.  
MILLER, HARRY E.  
MILLS, LEROY.  
MINER, THOMAS D.  
MORGAN, ORA S.

MORRELL, JOHN F.  
MORTON, J. B.  
MOULTON, GEORGE D.  
MYALL, CHARLES A.  
MYERS, CHARLES O.  
NAFFZIGER, SIMON EDW.  
NORTON, ARCHIE.  
PATTENGILL, IRA.  
PUFFER, WILFRED E.  
SOLOMON, GEORGE W.  
STEWART, FRANK.  
STEWART, JOHN POQUE.  
STOKES, GEORGE C.  
TROXEL, CECIL W.  
URBAN, HARVEY B.  
WAKELAND, CHARLES R.  
WALTER, HENRY.  
WALTERS, HENRY.  
WHETSEL, J. C.  
WHITE, ALBERT E.  
WILSON, ARTHUR McC.  
WILSON, FRANK L.  
WORRELL, JOSEPH CARL.  
WRIGHT, WILBUR H.  
WYND, ROBERT S.  
YOUNG, JAMES W.

# SUMMARY.

|                   | Men. | Women. | Total |
|-------------------|------|--------|-------|
| First class.....  | 17   | 43     | 60    |
| Second class..... | 13   | 23     | 36    |
| Third class.....  | 15   | 56     | 71    |
| Fourth class..... | 53   | 153    | 206   |
| Total.....        | 98   | 275    | 373   |

## Students.

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### Post-Graduate and Special.

| NAMES.                 | COUNTY.           | POSTOFFICE.         |
|------------------------|-------------------|---------------------|
| Anderson, Emma Rachel  | (Iowa)            | <i>Cedar Rapids</i> |
| Barrett, Mabel Winslow | <i>McLean,</i>    | <i>Normal</i>       |
| Bohringer, Cora Louise | <i>Whiteside,</i> | <i>Morrison</i>     |
| Clark, Lulu            | <i>St. Clair,</i> | <i>Belleville</i>   |
| Dawson, Olive Leonora  | <i>Boone,</i>     | <i>Belvidere</i>    |
| Dillon, Jessie M.      | <i>McLean,</i>    | <i>Normal</i>       |
| Farmer, Hattie E.      | (Nebraska)        | <i>Kimball</i>      |
| Gunsolus, Harriet      | <i>Winnebago,</i> | <i>Rockford</i>     |
| Maybach, Emma Louise   | (Ohio)            | <i>Dundee</i>       |
| Patterson, Lida McFall | <i>Warren,</i>    | <i>Monmouth</i>     |
| Rosenberry, Mrs. Flora | <i>Macon,</i>     | <i>Decatur</i>      |
| Wendland, Annie F.     | (Arkansas)        | <i>Helena</i>       |
| <br>Cowan, Alan DeWain | <br><i>Mason</i>  | <br><i>Easton</i>   |
| Dillon, Alpheus        | <i>McLean,</i>    | <i>Normal</i>       |
| Wright, Wilbur Hoyt    | <i>Iroquois,</i>  | <i>Watseka</i>      |

### Senior Class.

|                          |                    |                      |
|--------------------------|--------------------|----------------------|
| Baker, Cora Ethel        | <i>Shelby,</i>     | <i>Prairie Home</i>  |
| Baker, Estelle Katherine | <i>St. Clair,</i>  | <i>Belleville</i>    |
| Bland, Harriet           | <i>Shelby,</i>     | <i>Shelbyville</i>   |
| Boyce, Eva Belle         | <i>McLean,</i>     | <i>Bloomington</i>   |
| Cooper, Mabel Anna       | <i>Jo Daviess,</i> | <i>Hanover</i>       |
| Darby, Gertrude          | <i>Sangamon,</i>   | <i>Springfield</i>   |
| Fairfield, Etta Melissa  | <i>McLean,</i>     | <i>Normal</i>        |
| Felton, Jessie           | * <i>McLean,</i>   | <i>Bloomington</i>   |
| Fenton, Grace            | <i>Vermilion,</i>  | <i>Danville</i>      |
| Fletcher, Mary           | <i>Carroll,</i>    | <i>Milledgeville</i> |
| Hall, Elizabeth Twining  | <i>McLean,</i>     | <i>Downs</i>         |

\*These names marked with a star are names of persons who have given their pledge of intention to teach and who are pursuing the regular Normal Course; but, by reason of residence in McLean county, or wishing to be free to teach in other states, or because not of legal age, they have not been admitted to the Normal School as state beneficiaries. They pay tuition as Model students, at the rate of \$32 a year.

| NAMES.                    | COUNTY.            | POSTOFFICE.           |
|---------------------------|--------------------|-----------------------|
| Lee, Emma Louise          | <i>Boone,</i>      | <i>Clinton (Wis.)</i> |
| Liggitt, Myrtle Margaret  | <i>Livingston</i>  | <i>Nevada</i>         |
| Lurton, Blanche           | <i>Jersey,</i>     | <i>Newbern</i>        |
| Michaelis, Edna Bell      | <i>Hancock,</i>    | <i>Plymouth</i>       |
| Mitchell, Anna T.         | <i>Sangamon,</i>   | <i>Springfield</i>    |
| Mize, Edith Belle         | <i>Madison,</i>    | <i>Manix</i>          |
| Moon, Eva Mary            | <i>Douglas,</i>    | <i>Tuscola</i>        |
| Patterson, Elsie          | <i>*McLean,</i>    | <i>Normal</i>         |
| Phillips, Alice Frances   | <i>Vermilion,</i>  | <i>Danville</i>       |
| Pike, Effie               | <i>Madison,</i>    | <i>St. Jacobs</i>     |
| Rhinesmith, Wilhelmine    | <i>Piatt,</i>      | <i>Bement</i>         |
| Schlatterer, Laura        | <i>DeKalb,</i>     | <i>Sycamore</i>       |
| Sikkema, Amelia Alice     | <i>St. Clair,</i>  | <i>Belleville</i>     |
| Simmons, Nora Mae         | <i>Hancock,</i>    | <i>Joetta</i>         |
| Stevenson, Bessie Bedell  | <i>*McLean,</i>    | <i>Bloomington</i>    |
| Washburn, Emma            | <i>*McLean,</i>    | <i>Bloomington</i>    |
| Carson, Franklin Benjamin | <i>Washington,</i> | <i>Richview</i>       |
| Hall, John Calvin         | <i>McLean,</i>     | <i>Downs</i>          |
| Harley, Joel Alva         | <i>Jo Davies,</i>  | <i>Galena</i>         |
| Hoff, George Stephen      | <i>Vermilion,</i>  | <i>Danville</i>       |
| Hunt, George Warren       | <i>Fulton,</i>     | <i>Ipava</i>          |
| Johnson, Riley Oren       | <i>Coles,</i>      | <i>Hindsboro</i>      |
| Patch, Fred Granville     | <i>Warren,</i>     | <i>Roseville</i>      |
| Perry, Benjamin           | <i>Ford,</i>       | <i>Melvin</i>         |
| Rishel, Warren Hale       | <i>Stephenson,</i> | <i>Lena</i>           |
| Thompson, Francis         | <i>Perry,</i>      | <i>Pinckneyville</i>  |
| Ullensvang, Martin Lewis  | <i>Lee,</i>        | <i>Steward</i>        |
| Welles, Winthrop Selden   | <i>Champaign,</i>  | <i>Penfield</i>       |

**Students Who Have Completed Two Years' Work or More.**

|                            |                   |                  |
|----------------------------|-------------------|------------------|
| Adams, Ella Sarah          | <i>Jefferson,</i> | <i>Opdyke</i>    |
| Aldrich, Blanche           | <i>McLean,</i>    | <i>Normal</i>    |
| Biehl, Carolena Wilhelmina | <i>Douglas,</i>   | <i>Camargo</i>   |
| Blair, M. Nette            | <i>Tazewell,</i>  | <i>Mackinaw</i>  |
| Broadhead, Annie Maple     | <i>Tazewell,</i>  | <i>Mackinaw</i>  |
| Campbell, Eva Lorena       | <i>Fulton,</i>    | <i>Lewistown</i> |
| Chicken, Sada Rosanna      | <i>Woodford,</i>  | <i>Secor</i>     |
| Cleveland, Lida            | <i>McLean,</i>    | <i>Normal</i>    |
| Colby, Lydia               | <i>Henry,</i>     | <i>Atkinson</i>  |
| Cooper, Annetta Belle      | <i>McLean,</i>    | <i>Normal</i>    |
| Corson, Maude              | <i>McLean,</i>    | <i>Normal</i>    |
| Cowles, Bessie Abiah       | <i>Kankakee,</i>  | <i>Kankakee</i>  |

| NAMES.                  | COUNTY.            | POSTOFFICE.          |
|-------------------------|--------------------|----------------------|
| Crouch, Rachel Pierson  | <i>Henderson,</i>  | <i>Rosetta</i>       |
| Edmunds, Lucy           | <i>Grundy,</i>     | <i>Gardner</i>       |
| Edwards, Carlie Anne    | <i>McLean,</i>     | <i>Normal</i>        |
| Emery, Fannie           | <i>Christian,</i>  | <i>Taglerville</i>   |
| Fairfield, Grace        | <i>McLean,</i>     | <i>Normal</i>        |
| Fincham, Nellie         | <i>McLean,</i>     | <i>Towanda</i>       |
| Fleischer, Ida Lena     | <i>McLean,</i>     | <i>Normal</i>        |
| Flinn, Sarah Louvilla   | <i>Christian,</i>  | <i>Pana</i>          |
| Foley, Minerva Vian     | <i>LaSalle,</i>    | <i>LaSalle</i>       |
| Foster, Kathleen Lorena | <i>McLean,</i>     | <i>Normal</i>        |
| Hamblin, Mrs. Frank A.  | <i>Knox,</i>       | <i>Galesburg</i>     |
| Hilts, Effie            | <i>McLean,</i>     | <i>Towanda</i>       |
| Himes, Etta Abigail     | <i>McLean,</i>     | <i>Normal</i>        |
| Hitchcock, Elizabeth    | <i>McLean,</i>     | <i>Normal</i>        |
| Hitchcock, Mary Ella    | <i>McLean,</i>     | <i>Normal</i>        |
| Humphrey, Anabel        | <i>McLean,</i>     | <i>Towanda</i>       |
| Hunting, Olive          | <i>McLean,</i>     | <i>Normal</i>        |
| Kaiser, Wilhelmine      | <i>Piatt,</i>      | <i>Atwood</i>        |
| Kerns, Carrie           | <i>Iroquois,</i>   | <i>Onarga</i>        |
| King, Anna T.           | <i>Richland,</i>   | <i>Obney</i>         |
| Knott, Elizabeth        | <i>*McLean,</i>    | <i>Normal</i>        |
| Lentz, Mary             | <i>Stephenson,</i> | <i>Freeport</i>      |
| Love, Mary Jean         | <i>Ogle,</i>       | <i>Byron</i>         |
| Lange, Otilie Meta      | <i>McLean,</i>     | <i>Bloomington</i>   |
| McWherter, May Edith    | <i>Bond,</i>       | <i>Sorento</i>       |
| Monroe, Grace Adela     | <i>McLean,</i>     | <i>Leroy</i>         |
| Morse, Fannie Edna      | <i>Lake,</i>       | <i>Gilmer</i>        |
| Moulton, Julia          | <i>Kendall,</i>    | <i>Pavilion</i>      |
| Nimmo, Lizzie Maude     | <i>Livingston,</i> | <i>Fairbury</i>      |
| Pitts, Henrietta Betscy | <i>*McLean,</i>    | <i>Bloomington</i>   |
| Porter, Eva Amanda      | <i>LaSalle,</i>    | <i>Streator</i>      |
| Riggs, Mrs. Lilla Delle | <i>*McLean,</i>    | <i>Bloomington</i>   |
| Ross, Silva             | <i>Macon,</i>      | <i>Argenta</i>       |
| Scott, Sarah Rachel     | <i>Ogle,</i>       | <i>Elida</i>         |
| Smith, Lucretia Mott    | <i>Putnam,</i>     | <i>Mt. Palatine</i>  |
| Smith, Nano Pearl       | <i>Ogle,</i>       | <i>Creston</i>       |
| Smull, Lizzie Eleanor   | <i>Macon,</i>      | <i>Macon</i>         |
| Snell, Clara May        | <i>Carroll,</i>    | <i>Milledgeville</i> |
| Sullivan, Mary Ellen    | <i>McLean,</i>     | <i>Bloomington</i>   |
| Taylor, Helen Mary      | <i>McLean,</i>     | <i>Bloomington</i>   |
| Thompson, Katie Alice   | <i>Jo Daviess,</i> | <i>Apple River</i>   |
| Travis, Alida Belle     | <i>Shelby,</i>     | <i>Prarie Home</i>   |

| NAMES.                      | COUNTY.           | POSTOFFICE.           |
|-----------------------------|-------------------|-----------------------|
| Travis, Carrie Estella      | <i>Shelby,</i>    | <i>Prairie Home</i>   |
| Watson, Alice Perle         | <i>Pike,</i>      | <i>Griggsville</i>    |
| Williams, Julia             | <i>(Missouri)</i> | <i>Hannibal</i>       |
| Wilmer, Anna Elizabeth      | <i>Shelby,</i>    | <i>Oconee</i>         |
| Allen, Charles Henry        | <i>Shelby,</i>    | <i>Oconee</i>         |
| Allen, Walter Harry         | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Ashworth, Arthur Elmer      | <i>Coles,</i>     | <i>Mattoon</i>        |
| Baker, George Lee           | <i>Pope,</i>      | <i>Golconda</i>       |
| Bowman, Charles Thomas      | <i>Shelby,</i>    | <i>Lakewood</i>       |
| Bright, Bruce               | <i>*McLean,</i>   | <i>Normal</i>         |
| Burtis, Clyde Lewis         | <i>*McLean,</i>   | <i>Hudson</i>         |
| Clark, Samuel C.            | <i>Edgar,</i>     | <i>Chrisman</i>       |
| Coleman, Lyman H.           | <i>DeKalb,</i>    | <i>Sandwich</i>       |
| Covey, Hyatt Elmer          | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Cowles, Robert Andrew       | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Crocker, William            | <i>Macon,</i>     | <i>Blue Mound</i>     |
| Dawson, Russel              | <i>Woodford,</i>  | <i>El Paso</i>        |
| Eastwood, Byron Evans       | <i>Lee,</i>       | <i>Franklin Grove</i> |
| Echols, Chester Madison     | <i>Hamilton,</i>  | <i>McLeansboro</i>    |
| Edmunds, Harold             | <i>Grundy,</i>    | <i>Gardner</i>        |
| Elliott, Charles Herbert    | <i>St. Clair,</i> | <i>Belleville</i>     |
| Gunnell, Orville James      | <i>*McLean,</i>   | <i>Normal</i>         |
| Johnson, John Thomas        | <i>Perry,</i>     | <i>DuQuoin</i>        |
| Johnston, Milford L.        | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Kern, John Winfred          | <i>Moultrie,</i>  | <i>Gays</i>           |
| McIntyre, George Washington | <i>Tazewell,</i>  | <i>Tremont</i>        |
| McKinney, John R.           | <i>Christian,</i> | <i>Assumption</i>     |
| McMurry, Karl Franklin      | <i>McLean,</i>    | <i>Normal</i>         |
| Marquis, Chester Dubois     | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Martin, William Woodrow     | <i>Tazewell,</i>  | <i>Green Valley</i>   |
| Mize, Addison Roy           | <i>Madison,</i>   | <i>Manix</i>          |
| Moulton, George Dykeman     | <i>Kendall,</i>   | <i>Pavilion</i>       |
| Pike, Walter Franklin       | <i>Madison,</i>   | <i>St. Jacobs</i>     |
| Pratt, Lanson Henry         | <i>Tazewell,</i>  | <i>Delavan</i>        |
| Pricer, John Lossen         | <i>Vermilion,</i> | <i>Muncie</i>         |
| Pattingill, Ira             | <i>Shelby,</i>    | <i>Oconee</i>         |
| Pfingsten, George Frederick | <i>St. Clair,</i> | <i>Millstadt</i>      |
| Rudolph, Henry Madison      | <i>Champaign,</i> | <i>Ludlow</i>         |
| Stevenson, Ralph Ewing      | <i>*McLean,</i>   | <i>Bloomington</i>    |
| Stewart, Frank              | <i>Crawford,</i>  | <i>Oblong</i>         |
| Stewart, John Pogue         | <i>Henderson,</i> | <i>Biggsville</i>     |
| Stokes, George Curran       | <i>Kankakee,</i>  | <i>Kankakee</i>       |

| NAMES.                 | COUNTY.           | POSTOFFICE.      |
|------------------------|-------------------|------------------|
| Thayer, William John   | <i>Ford,</i>      | <i>Sibley</i>    |
| Waits, Harmon Bert     | <i>Perry,</i>     | <i>Tamaroa</i>   |
| Wilson, George Shirley | <i>Putnam,</i>    | <i>Magnolia</i>  |
| Wilson, John Thomas    | <i>Piatt,</i>     | <i>Deland</i>    |
| Wolfe, Albert Benedict | <i>Bureau,</i>    | <i>Arlington</i> |
| Young, Noah A.         | <i>Vermilion,</i> | <i>Bismark</i>   |

**Students Who Have Completed One Year's Work or More, But  
Not Two Years.**

|                                |                   |                      |
|--------------------------------|-------------------|----------------------|
| Adams, Harriet Elizabeth       | <i>Hancock,</i>   | <i>Bowen</i>         |
| Altes, Mary                    | <i>McLean,</i>    | <i>Bloomington</i>   |
| Aronson, Hilma Augusta         | <i>Mercer,</i>    | <i>Aledo</i>         |
| Babbs, Mary Irene              | <i>Coles,</i>     | <i>Fair Grange</i>   |
| Baird, Clementina Maude        | <i>McLean,</i>    | <i>Bloomington</i>   |
| Barber, Cora                   | <i>Carroll,</i>   | <i>Milledgeville</i> |
| Barth, Mary Elizabeth          | <i>Stark,</i>     | <i>Wyoming</i>       |
| Beam, Grace Elva               | <i>Warren,</i>    | <i>Roseville</i>     |
| Berry, Willis Elma             | <i>Pike,</i>      | <i>Pleasant Hill</i> |
| Birckett, Bessie Bird Ellen    | <i>Wayne,</i>     | <i>Marion</i>        |
| Blair, Emily                   | <i>Tazewell,</i>  | <i>Delavan</i>       |
| Blakley, Jessie Isabelle       | <i>Mercer,</i>    | <i>Preemption</i>    |
| Bosworth, Mrs. Annie Elizabeth | <i>Cook,</i>      | <i>Evanston</i>      |
| Bowman, Florence Margaret      | <i>McHenry,</i>   | <i>Harvard</i>       |
| Bracey, Elizabeth M.           | <i>Woodford,</i>  | <i>Low Point</i>     |
| Bright, Bernice Alena          | <i>*McLean,</i>   | <i>Normal</i>        |
| Burlingame, Ida May            | <i>Tazewell,</i>  | <i>Delavan</i>       |
| Burnett, Laura May             | <i>Champaign,</i> | <i>Villa Grove</i>   |
| Callan Catharine               | <i>Kane,</i>      | <i>Aurora</i>        |
| Campbell, Martha P.            | <i>*Fulton,</i>   | <i>Lewistown</i>     |
| Carpenter, Charlotte Evaline   | <i>Lee,</i>       | <i>Dixon</i>         |
| Carpenter, Mary Emma           | <i>Lee,</i>       | <i>Dixon</i>         |
| Carter, Luvicy Elizabeth       | <i>Madison,</i>   | <i>Collinsville</i>  |
| Clancey, Nellie Gertrude       | <i>McLean,</i>    | <i>Bloomington</i>   |
| Clark, Caroline Irving         | <i>(Arkansas)</i> | <i>Helena</i>        |
| Cook, Carrie Estella           | <i>McLean,</i>    | <i>Danvers</i>       |
| Cook, Lorena                   | <i>Fulton,</i>    | <i>Fairview</i>      |
| Coriell, Ada                   | <i>McLean,</i>    | <i>Normal</i>        |
| Cox, Theresa Rebekah           | <i>LaSalle,</i>   | <i>Peru</i>          |
| Cronin, Anna                   | <i>Christian,</i> | <i>Assumption</i>    |
| Daniel, Ozello Harriet         | <i>St. Clair,</i> | <i>Belleville</i>    |
| Davenport, Bertha Lea          | <i>Will,</i>      | <i>Joliet</i>        |
| Davenport, Lulu Lea            | <i>Will,</i>      | <i>Joliet</i>        |



| NAMES.                        | COUNTY.             | POSTOFFICE.          |
|-------------------------------|---------------------|----------------------|
| Dillon, Mertie May            | <i>McLean,</i>      | <i>Normal</i>        |
| Dolph, Alice Amelia           | <i>Kendall,</i>     | <i>Plano</i>         |
| Dunham, Eva Myrtle            | <i>Macon,</i>       | <i>Decatur</i>       |
| Edmunds, Elma Ruth            | <i>Grundy,</i>      | <i>Gardner</i>       |
| Elliott, Georgia              | <i>Macon,</i>       | <i>Decatur</i>       |
| Falconer, Emma Victoria       | <i>Macon,</i>       | <i>Decatur</i>       |
| Falconer, Hattie Josephine    | <i>Macon,</i>       | <i>Decatur</i>       |
| Farmer, Rhoda Saletha         | <i>Marion,</i>      | <i>Patoka</i>        |
| File, Nellie                  | <i>Macon,</i>       | <i>Decatur</i>       |
| Fisher, Mary Elizabeth        | <i>Piatt,</i>       | <i>Bement</i>        |
| Frank, Margaret Julia         | <i>Whiteside,</i>   | <i>Sterling</i>      |
| Franklin, Lois Gertrude       | <i>Livingston,</i>  | <i>Dwight</i>        |
| Garwood, Anna                 | <i>Fulton,</i>      | <i>Ipava</i>         |
| Gastman, Mrs. Cora M. Johnson | <i>McLean,</i>      | <i>Hudson</i>        |
| Grassman, Addie               | <i>St. Clair,</i>   | <i>Bellerille</i>    |
| Gray, Jessie Fenton           | <i>Mason,</i>       | <i>Havana</i>        |
| Gvillo, May                   | <i>Madison,</i>     | <i>Fosterburgh</i>   |
| Hallock, Minnie Julina        | <i>Stark,</i>       | <i>Osceola</i>       |
| Hamel, Adeline Cecelia        | <i>LaSalle,</i>     | <i>LaSalle</i>       |
| Hamilton, Ina Estelle         | <i>McLean,</i>      | <i>Bloomington</i>   |
| Harpole, Emma                 | <i>White,</i>       | <i>Carmi</i>         |
| Hasbrouck, Mary               | <i>Effingham,</i>   | <i>Effingham</i>     |
| Hawkes, Jessie Belle          | <i>Kane,</i>        | <i>Aurora</i>        |
| Hazen, Minnie Amy             | <i>Woodford,</i>    | <i>El Paso</i>       |
| Henaughan, Mary Ellen         | <i>Richland,</i>    | <i>Olney</i>         |
| Henaughan, Nora               | <i>Richland,</i>    | <i>Olney</i>         |
| Higgins, Mabel, Acqua         | <i>Kane,</i>        | <i>Elgin</i>         |
| Hiltabrand, Jennie Elizabeth  | <i>LaSalle,</i>     | <i>Lostant</i>       |
| Holder, Jessie M.             | <i>McLean,</i>      | <i>Normal</i>        |
| Hollering, Tillie             | <i>Kane,</i>        | <i>Aurora</i>        |
| Hornish, Lulu Elizabeth       | <i>Tazewell,</i>    | <i>Washington</i>    |
| Howell, Minnie                | <i>Schuyler,</i>    | <i>Rushville</i>     |
| Hummel, Ida Rose              | <i>Ford,</i>        | <i>Roberts</i>       |
| Hummel, Sarah Matilda         | <i>Ford,</i>        | <i>Roberts</i>       |
| Hunt, Fannie Fern Emily       | <i>Jo Daviess,</i>  | <i>Hanover</i>       |
| Hussey, Anna Laura            | <i>Sangamon,</i>    | <i>Williamsville</i> |
| Ingels, Lou Carrie            | <i>Cook,</i>        | <i>Chicago</i>       |
| Irwin, Clara May              | <i>Logan,</i>       | <i>Beason</i>        |
| Jackson, Maude                | <i>Peoria,</i>      | <i>Brimfield</i>     |
| Jacob, Mrs. Ella Leone        | <i>(Washington)</i> | <i>Pioneer</i>       |
| Johnston, Bertha Helen        | <i>Macon,</i>       | <i>Latham</i>        |
| Johnston, Elizabeth Jane      | <i>Sangamon,</i>    | <i>Illioopolis</i>   |

| NAMES.                     | COUNTY.             | POSTOFFICE.           |
|----------------------------|---------------------|-----------------------|
| Johnston, Julia Winifred   | <i>Kane,</i>        | <i>St. Charles</i>    |
| Kemph, Mary                | <i>Will,</i>        | <i>Alpine Heights</i> |
| Kent, Bessie Grace         | <i>McLean,</i>      | <i>Gridley</i>        |
| Kerr, Fannie               | <i>Vermilion,</i>   | <i>Rossville</i>      |
| Kimball, Laura Caldwell    | <i>Kane,</i>        | <i>Elgin</i>          |
| Kintz, Daisy Maude         | * <i>McLean,</i>    | <i>Bloomington</i>    |
| Krafft, Ella Elsie         | <i>St. Clair,</i>   | <i>Bellerive</i>      |
| Kreis, Ida                 | <i>McLean,</i>      | <i>Bloomington</i>    |
| Lane, Gilberttena          | <i>Ogle,</i>        | <i>Rochelle</i>       |
| La Rue, Ora                | <i>Coles,</i>       | <i>Etna</i>           |
| Lee, Eva Grace             | <i>La Salle,</i>    | <i>Triumph</i>        |
| Leischner, Sallie Olive    | <i>Piatt,</i>       | <i>De Land</i>        |
| Leland, Ella Pond          | <i>Carroll,</i>     | <i>Lanark</i>         |
| Lesem, Josephine           | <i>Adams,</i>       | <i>Quincy</i>         |
| Long, Mrs. Dora Besley     | <i>McHenry,</i>     | <i>West McHenry</i>   |
| Lovering, Harriet Moulton  | <i>Christian,</i>   | <i>Assumption</i>     |
| Lynch, Elizabeth           | * <i>(Iowa)</i>     | <i>Bedford</i>        |
| Lyons, Mamie               | * <i>McLean,</i>    | <i>Bloomington</i>    |
| Lyons, Rosa Louise         | <i>Kane,</i>        | <i>Aurora</i>         |
| McCall, Ada Victoria       | <i>Johnson,</i>     | <i>Vienna</i>         |
| McCord, Grace Amarda       | <i>Putnam,</i>      | <i>Granville</i>      |
| McCrea, Edith Burlingame   | <i>Ogle,</i>        | <i>Creston</i>        |
| McCrea, Ida Harkness       | <i>Ogle,</i>        | <i>Creston</i>        |
| McIntyre, Mary Evalin      | <i>Warren,</i>      | <i>Kirkwood</i>       |
| McKinney, Bernice          | <i>Christian,</i>   | <i>Assumption</i>     |
| McKinney, Margaret Mildred | <i>Christian,</i>   | <i>Assumption</i>     |
| McLeod, Florence           | <i>La Salle,</i>    | <i>Mendota</i>        |
| McNamara, Mary             | <i>Whiteside,</i>   | <i>Prophetstown</i>   |
| McReynolds, Dora           | <i>Moultrie,</i>    | <i>Bethany</i>        |
| Markee, Alma Eugenia       | <i>Bureau,</i>      | <i>Neponset</i>       |
| Marshall, Jessie Wilson,   | <i>Hamilton,</i>    | <i>McLeansboro</i>    |
| Martin, Pearl Buckman      | <i>Cook,</i>        | <i>Harvey</i>         |
| Merker, Susie              | <i>Macon,</i>       | <i>Emery</i>          |
| Merriam, Nellie Emily      | <i>Logan,</i>       | <i>Atlanta</i>        |
| Miller, Jessie Winifred    | <i>LaSalle,</i>     | <i>Mendota</i>        |
| Miller, Lura May           | <i>Cumberland,</i>  | <i>Toledo</i>         |
| Mills, Bertha Evelyn       | <i>Putnam,</i>      | <i>Clear Creek</i>    |
| Mills, Edna Gertrude       | <i>Putnam,</i>      | <i>Clear Creek</i>    |
| Mills, Ida Estella         | <i>Putnam,</i>      | <i>Mt. Palatine</i>   |
| Mitten, Ruth Emma          | <i>LaSalle,</i>     | <i>Troy Grove</i>     |
| Montgomery, Ella Park,     | <i>Rock Island,</i> | <i>Reynolds</i>       |
| Moore, Harriet May Wilson  | <i>Kane,</i>        | <i>Elgin</i>          |

| NAMES.                    | COUNTY.            | POSTOFFICE.             |
|---------------------------|--------------------|-------------------------|
| Morgan, Mattie            | <i>Shelby,</i>     | <i>Oconee</i>           |
| Morris, Daisy Alice       | <i>*McLean,</i>    | <i>Leroy</i>            |
| Morse, Helen Sophronia    | <i>*Gallatin,</i>  | <i>Shawneetown</i>      |
| Morse, Zoa Bertha         | <i>Lake,</i>       | <i>Gilmer</i>           |
| Neu, Elizabeth Augusta,   | <i>Christian,</i>  | <i>Pana</i>             |
| Neumayer, Lena            | <i>Kane,</i>       | <i>Aurora</i>           |
| Newhall, Mary Susan,      | <i>Kane,</i>       | <i>Aurora</i>           |
| Nicolls, Ellen Adelma     | <i>Cumberland,</i> | <i>Toledo</i>           |
| Nixon, Isidore Alice      | <i>De Witt,</i>    | <i>Clinton</i>          |
| Norwood, May              | <i>Peoria,</i>     | <i>Harker's Corners</i> |
| Obenshain, Dorothy        | <i>McLean,</i>     | <i>Bloomington</i>      |
| Oxley, Mary Delima        | <i>Marion,</i>     | <i>Centralia</i>        |
| Parkinson, Mae E.         | <i>Marshall,</i>   | <i>Wenona</i>           |
| Patterson, Maude Elma     | <i>Pike,</i>       | <i>Pearl</i>            |
| Peeler, Lizzie E.         | <i>*McLean,</i>    | <i>Normal</i>           |
| Porter Eliza Wolfe,       | <i>*McLean,</i>    | <i>Bloomington</i>      |
| Porter, Nellie            | <i>McLean,</i>     | <i>Bloomington</i>      |
| Potter, Effie Ximena      | <i>Winnebago,</i>  | <i>Rockford</i>         |
| Price, Grace Eva          | <i>Putnam,</i>     | <i>Mt. Palatine</i>     |
| Quigg, Etta Grace         | <i>Tazewell,</i>   | <i>Minier</i>           |
| Railsback, Mrs. Lillie    | <i>McLean,</i>     | <i>Normal</i>           |
| Record, Mae Emerson,      | <i>Coles,</i>      | <i>Charleston</i>       |
| Reeder, Grace             | <i>McLean,</i>     | <i>Normal</i>           |
| Regenold, Mabel Zoe       | <i>Putnam,</i>     | <i>Florid</i>           |
| Renich, Mary Emma         | <i>McHenry,</i>    | <i>Woodstock</i>        |
| Reno, Cora Lorena         | <i>Hancock,</i>    | <i>Augusta</i>          |
| Renshaw, Jennie           | <i>Fulton,</i>     | <i>Table Grove</i>      |
| Rice, Lena Henrietta      | <i>*McLean,</i>    | <i>Bloomington</i>      |
| Rickards, Mary Amelia     | <i>Marion,</i>     | <i>Centralia</i>        |
| Riley, Mrs. Maggie P.     | <i>McLean,</i>     | <i>Normal</i>           |
| Riley, Maude Emmarilla    | <i>Kane,</i>       | <i>Aurora</i>           |
| Robinson, Adaline Brown   | <i>Kane,</i>       | <i>Elgin</i>            |
| Rodgers, Clara Mabel      | <i>Sangamon,</i>   | <i>Riverton</i>         |
| Ropp, Theresa             | <i>Cook,</i>       | <i>Irving Park</i>      |
| Rose, Berneice Evangeline | <i>Whiteside,</i>  | <i>Prophetstown</i>     |
| Saline, Effie Cecelia     | <i>LaSalle,</i>    | <i>Mendota</i>          |
| Scanlan, Lena Gertrude    | <i>McLean,</i>     | <i>Bloomington</i>      |
| Schempp, Bertha           | <i>LaSalle,</i>    | <i>Troy Grove</i>       |
| Schickler, Rose Mathilda  | <i>Kane,</i>       | <i>Aurora</i>           |
| Schneider, Mary Lizzie    | <i>Kane,</i>       | <i>Elburn</i>           |
| Seeley, Helen Edna        | <i>Schuyler,</i>   | <i>Littleton</i>        |
| Seguine, Nellie           | <i>Bureau,</i>     | <i>Buda</i>             |

| NAMES.                       | COUNTY.            | POSTOFFICE.            |
|------------------------------|--------------------|------------------------|
| Simmons, Margaret Miranda    | <i>Hancock,</i>    | <i>Fountain Green</i>  |
| Sitherwood, Grace            | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Skillin, Florence Bessie     | <i>Cook,</i>       | <i>Oak Park</i>        |
| Smith, Cora Dean             | <i>Moultrie,</i>   | <i>Lake City</i>       |
| Smith, Leilah Augusta        | <i>Macon,</i>      | <i>Maroa</i>           |
| Snyder, Nellie Elise         | <i>LaSalle,</i>    | <i>Peru</i>            |
| Stapleton, Alberta Flora     | <i>Christian,</i>  | <i>Assumption</i>      |
| Stover, Zelma Etta           | <i>Schuyler,</i>   | <i>Rushville</i>       |
| Stowell, Gertrude Maria      | <i>McLean,</i>     | <i>Bloomington</i>     |
| Strong, Frances              | <i>Warren,</i>     | <i>Roseville</i>       |
| Taliaferro, Sallie Mac       | <i>Warren,</i>     | <i>Roseville</i>       |
| Theis, Flora                 | <i>McLean,</i>     | <i>Bloomington</i>     |
| Todd, Florence Louise        | <i>Kane,</i>       | <i>Aurora</i>          |
| Trimble, Clara E.            | <i>Tazewell,</i>   | <i>Tremont</i>         |
| Trimble, Mary Lillian        | <i>Tazewell,</i>   | <i>Tremont</i>         |
| Unangst, Mabel Alicia        | <i>Stephenson,</i> | <i>Cockrell</i>        |
| Vail, Fannie Jane            | <i>Henry,</i>      | <i>Geneseo</i>         |
| Van Horn, Margaret           | <i>Tazewell,</i>   | <i>Pekin</i>           |
| Veach, Luella                | <i>Hancock,</i>    | <i>Bentley</i>         |
| Voorhees, Lucia Isabella     | <i>Stark,</i>      | <i>Wyoming</i>         |
| Wahl, Nettie May             | <i>Whiteside,</i>  | <i>Sterling</i>        |
| Wallace, Caroline Louise     | <i>Madison,</i>    | <i>Alton</i>           |
| Walling, Mrs. Annie Senteney | <i>Douglas,</i>    | <i>Arcola</i>          |
| Wasson, Frances Ella         | <i>Edgar,</i>      | <i>Logan</i>           |
| Webster, Nellie Grace        | <i>Iroquois,</i>   | <i>Woodland</i>        |
| Wells, Mary Johnston         | <i>Macon,</i>      | <i>Elwin</i>           |
| Wheeler, Cora Blanche        | <i>Pike,</i>       | <i>Milton</i>          |
| Whigam, Jean Gertrude        | <i>Lake,</i>       | <i>Aptakisic</i>       |
| White, Daisy Paota           | <i>Ogle,</i>       | <i>Stillman Valley</i> |
| White, Millie Esther         | <i>Coles,</i>      | <i>Charleston</i>      |
| Wilkerson, Anna Agnes        | <i>Woodford,</i>   | <i>Secor</i>           |
| Williams, Elsie              | <i>Douglas,</i>    | <i>Tuscola</i>         |
| Williams, Mary Bradford      | <i>Kendall,</i>    | <i>Yorkville</i>       |
| Wilson, Estelle May          | <i>Woodford,</i>   | <i>Secor</i>           |
| Wilson, May Annetta          | <i>Shelby,</i>     | <i>Shelbyville</i>     |
| Wise, Anna                   | <i>Will,</i>       | <i>Joliet</i>          |
| Wormley, Blanche             | <i>De Kalb,</i>    | <i>Shabbona</i>        |
| Wright, Edna May             | <i>Iroquois,</i>   | <i>Watseka</i>         |
| Young, Grace Harriet         | <i>Montgomery,</i> | <i>Hillsboro</i>       |
| Barger, Thomas M.            | <i>McLean,</i>     | <i>Normal</i>          |
| Beam, Walter Henry           | <i>Warren,</i>     | <i>Roseville</i>       |
| Benedict, William Alfred     | <i>Kankakee,</i>   | <i>Waldron</i>         |

| NAMES.                        | COUNTY.              | POSTOFFICE.         |
|-------------------------------|----------------------|---------------------|
| Bloomer, James Ward           | <i>Mercer,</i>       | <i>Keithsburg</i>   |
| Bogges, Arthur                | <i>Vermilion,</i>    | <i>Catlin</i>       |
| Borsch, Charles Joseph,       | <i>Vermilion,</i>    | <i>Rankin</i>       |
| Burtis, Guy Seaman            | <i>*McLean,</i>      | <i>Hudson</i>       |
| Carroll, Fred Ellis           | <i>Ford</i>          | <i>Melvin</i>       |
| Cassaday, William Henry       | <i>Coles,</i>        | <i>Campbell</i>     |
| Cavins, Stanley Thomas        | <i>Coles,</i>        | <i>Mattoon</i>      |
| Cavins, William Ferguson      | <i>Coles,</i>        | <i>Mattoon</i>      |
| Conard, James Stiles          | <i>Piatt,</i>        | <i>Monticello</i>   |
| Conger, Cary Roy              | <i>Ford,</i>         | <i>Gibson City</i>  |
| Crowl, Emery Augustus         | <i>Shelby,</i>       | <i>Findlay</i>      |
| Dewhirst, John Mark           | <i>Clay,</i>         | <i>Passport</i>     |
| Dewhirst, Solomon Homer       | <i>Clay,</i>         | <i>Passport</i>     |
| Dillon, Roy Adelbert          | <i>Mason,</i>        | <i>San Jose</i>     |
| Dutcher, Stephen Albert       | <i>Pike,</i>         | <i>New Canton</i>   |
| Fairchild, James Albert Leroy | <i>Edgar,</i>        | <i>Warrenton</i>    |
| Flentje, Lewis Edwin          | <i>Macoupin,</i>     | <i>Palmyra</i>      |
| Gott, Charles                 | <i>Piatt,</i>        | <i>LaPlace</i>      |
| Grosscup, Lawrence Wilson     | <i>Marshall,</i>     | <i>Wenona</i>       |
| Hall, Charles Elwood          | <i>Douglas,</i>      | <i>Cumargo</i>      |
| Hawkes, William               | <i>Henry,</i>        | <i>Kewanee</i>      |
| Hayes, Frank Crawford         | <i>Schuyler,</i>     | <i>Camden</i>       |
| Hess, Ardie Durward           | <i>Pike,</i>         | <i>Pearl</i>        |
| Hiett, Asa Burnett            | <i>Tazewell,</i>     | <i>Pekin</i>        |
| Hilyard, Horace Mann          | <i>Monroe,</i>       | <i>Waterloo</i>     |
| Himes, Robert Pollock         | <i>*McLean,</i>      | <i>Normal</i>       |
| Hougland, Walter              | <i>Coles,</i>        | <i>Cook's Mills</i> |
| Hummel, Adam Albert           | <i>Ford,</i>         | <i>Roberts</i>      |
| Jackson, Charles Barrett      | <i>Vermilion,</i>    | <i>Danville</i>     |
| Jacob, William James          | <i>(Washington),</i> | <i>Pioneer</i>      |
| Keiner, Frederick William     | <i>Clinton,</i>      | <i>New Memphis</i>  |
| King, Charles Roy             | <i>Macon,</i>        | <i>Elwin</i>        |
| Klaas, Louis Henry            | <i>DeKalb,</i>       | <i>Hinckley</i>     |
| Kofoid, Reuben Nelson         | <i>*McLean,</i>      | <i>Normal</i>       |
| Liggitt, Richard Clayton      | <i>Livingston,</i>   | <i>Nevada</i>       |
| Luke, Edward                  | <i>Vermilion,</i>    | <i>Danville</i>     |
| McCormick, Henry Goodrich     | <i>McLean,</i>       | <i>Normal</i>       |
| McDonald, Dalton              | <i>Vermilion,</i>    | <i>Potomac</i>      |
| McGuffin, Raiph Dudley        | <i>Lake,</i>         | <i>Libertyville</i> |
| Madden, George Bowman         | <i>McLean,</i>       | <i>Normal</i>       |
| Miller, Harry Eugene          | <i>Warren,</i>       | <i>Monmouth</i>     |
| Mills, Leroy Addison          | <i>Putman,</i>       | <i>Mt. Palatine</i> |

| NAMES.                     | COUNTY.             | POSTOFFICE.            |
|----------------------------|---------------------|------------------------|
| Miner, Thomas Daniel       | <i>Shelby,</i>      | <i>Quigley</i>         |
| Morgan, Ora Sherman        | <i>Kane,</i>        | <i>Hampshire</i>       |
| Morrell, John Finley       | <i>Pike,</i>        | <i>Perry</i>           |
| Morrissey, Martin          | <i>Tazewell,</i>    | <i>Hopedale</i>        |
| Myall, Charles Arthur      | <i>Cook,</i>        | <i>Oak Park</i>        |
| Myers, Charles Oscar       | <i>Tazewell,</i>    | <i>Tazewell</i>        |
| Naffziger, Simon Edward    | <i>Tazewell,</i>    | <i>Minier</i>          |
| Ness, Henry                | <i>De Kalb,</i>     | <i>Shabbona</i>        |
| Norton, Archie Carlisle    | <i>Fulton,</i>      | <i>Farmington</i>      |
| Palmer, George Merit       | <i>Kane,</i>        | <i>Aurora</i>          |
| Patterson, Frank           | <i>McLean,</i>      | <i>McLean</i>          |
| Peasley, William K.        | <i>*McLean,</i>     | <i>Bloomington</i>     |
| Pfeiffer, Frederick        | <i>*(Missouri)</i>  | <i>St. Louis</i>       |
| Price, Hollis Hubert       | <i>Shelby,</i>      | <i>Shelbyville</i>     |
| Puffer, Wilfred Edward     | <i>Livingston,</i>  | <i>Odell</i>           |
| Readhimer, Jerome Edward   | <i>*(Louisiana)</i> | <i>Saline</i>          |
| Reece, John S.             | <i>Woodford,</i>    | <i>Cruger</i>          |
| Robison, Oliver Newton     | <i>Moultrie,</i>    | <i>Windsor</i>         |
| Smith, C. Henry            | <i>Woodford,</i>    | <i>Metamora</i>        |
| Solomon, George Washington | <i>Macoupin,</i>    | <i>Palmira</i>         |
| Stewart, William           | <i>*McLean,</i>     | <i>Normal</i>          |
| Taylor, Samuel Martin      | <i>*McLean,</i>     | <i>Bloomington</i>     |
| Troxel, Cecil Warren       | <i>*McLean,</i>     | <i>Normal</i>          |
| Urban, Harvey Benjamin     | <i>McLean,</i>      | <i>Gibson City</i>     |
| Wakeland, Charles Richard  | <i>Pulaski,</i>     | <i>New Grand Chain</i> |
| Walter, Henry              | <i>Pope,</i>        | <i>Golconda</i>        |
| Walters, Arthur E.         | <i>Whiteside,</i>   | <i>Colta</i>           |
| Whetsel, Joseph Clarence   | <i>Woodford,</i>    | <i>Secor</i>           |
| White, Albert E.           | <i>Livingston,</i>  | <i>Blackstone</i>      |
| Wilson, Arthur McCandless  | <i>Rock Island,</i> | <i>Rural</i>           |
| Wilson, Frank Lester       | <i>McLean,</i>      | <i>Bloomington</i>     |
| Wilson, Harry Scott        | <i>Rock Island,</i> | <i>Rural</i>           |
| Worrell, Joseph Carl       | <i>Hancock,</i>     | <i>Chili</i>           |
| Wynd, Robert Smith         | <i>Tazewell,</i>    | <i>Hopedale</i>        |
| Yelch, George Henry        | <i>Richland,</i>    | <i>Olney</i>           |
| Young, James William       | <i>Vermilion,</i>   | <i>Bismark</i>         |

#### Students Who Have Completed Less Than One Year's Work.

|                       |                   |                 |
|-----------------------|-------------------|-----------------|
| Adee, Mary Leota      | <i>Winnebago,</i> | <i>Rockford</i> |
| Albertson, Sarah      | <i>Marshall,</i>  | <i>Henry</i>    |
| Anderson, Elsie Grace | <i>Macon,</i>     | <i>Maroa</i>    |
| Anderson, Lola Belle  | <i>Macon,</i>     | <i>Maroa</i>    |



| NAMES.                    | COUNTY.             | POSTOFFICE           |
|---------------------------|---------------------|----------------------|
| Andrew, Metta             | <i>Piatt,</i>       | <i>Monticello</i>    |
| Andrews, Margaret G.      | <i>Knox,</i>        | <i>Altona</i>        |
| Augustine, Ora May        | <i>McLean,</i>      | <i>Normal</i>        |
| Bader, Blanche            | <i>Schuyler,</i>    | <i>Baders</i>        |
| Bader, Grace              | <i>Schuyler,</i>    | <i>Baders</i>        |
| Baird, Mildred Eliza      | <i>*McLean,</i>     | <i>Bloomington</i>   |
| Baldwin, Gertrude         | <i>Fulton,</i>      | <i>Ipava</i>         |
| Baldwin, Letta May        | <i>McLean,</i>      | <i>Bloomington</i>   |
| Barger, Helen Merenda     | <i>*McLean,</i>     | <i>Normal</i>        |
| Barthel, Dorothea Emma    | <i>Carroll,</i>     | <i>Milledgeville</i> |
| Beal, Sadie               | <i>Rock Island,</i> | <i>Joslyn</i>        |
| Bear, Etta Myrtle         | <i>Macon,</i>       | <i>Bearsdale</i>     |
| Bear, Jennie Rees,        | <i>Hancock,</i>     | <i>Joetta</i>        |
| Bedinger, Letitia         | <i>*McLean,</i>     | <i>Normal</i>        |
| Bedinger, Nellie          | <i>*McLean,</i>     | <i>Normal</i>        |
| Biehl, Gertrude Augusta   | <i>Douglas,</i>     | <i>Camargo</i>       |
| Bogenreif, Gertrude Marie | <i>Stephenson,</i>  | <i>Pearl City</i>    |
| Boling, Sarah M.          | <i>Tazewell,</i>    | <i>Pekin</i>         |
| Bosworth, Helen Florence  | <i>Cook,</i>        | <i>Eranston</i>      |
| Bosworth, Lucy Adelia     | <i>Cook,</i>        | <i>Eranston</i>      |
| Boyd, Myrtle May          | <i>Woodford,</i>    | <i>Panola</i>        |
| Boynton, Elmyra Ida       | <i>McD nough,</i>   | <i>Prairie City</i>  |
| Bradley, Carrie Florence  | <i>*McLean,</i>     | <i>Bloomington</i>   |
| Bricker, Eddeth Pearl     | <i>McLean,</i>      | <i>Bloomington</i>   |
| Briggs, Fleta Agatha      | <i>Tazewell,</i>    | <i>Minier</i>        |
| Burtis, Pearl Edna        | <i>*McLean,</i>     | <i>Hudson</i>        |
| Calhoun, Florence Katie   | <i>*McLean,</i>     | <i>Bloomington</i>   |
| Campbell, Kate Belle      | <i>Cook,</i>        | <i>Chicago</i>       |
| Catron, Mary Della        | <i>Fulton,</i>      | <i>Ipava</i>         |
| Chamberlain, Linnie       | <i>Whiteside,</i>   | <i>Erie</i>          |
| Chapman, Della Virginia   | <i>Woodford,</i>    | <i>El Paso</i>       |
| Cleary, Minnie            | <i>Bureau,</i>      | <i>Wyanet</i>        |
| Cole, Delia Evalina       | <i>Champaign,</i>   | <i>Sidney</i>        |
| Conard, Lulu Florence     | <i>Piatt,</i>       | <i>Monticello</i>    |
| Conger, Hattie Edna       | <i>Ford,</i>        | <i>Gibson City</i>   |
| Conover, Clemence Ann     | <i>Kendall,</i>     | <i>Plano</i>         |
| Cooper, Nancy Burton      | <i>(Kentucky)</i>   | <i>Bloomfield</i>    |
| Crosby, Lucie Claire      | <i>LaSalle,</i>     | <i>Grand Ridge</i>   |
| Cuddy, Marcella Elizabeth | <i>Will,</i>        | <i>Wilton Center</i> |
| Cunningham, Ella          | <i>Warren,</i>      | <i>Monmouth</i>      |
| Curry, Beulah             | <i>Schuyler,</i>    | <i>Frederick</i>     |
| Cutler, Emily Mae         | <i>Rock Island,</i> | <i>Edgington</i>     |

| NAMES.                         | COUNTY.             | POSTOFFICE.          |
|--------------------------------|---------------------|----------------------|
| Damert, Harriet Cora           | <i>Stephens</i> m,  | <i>Lena</i>          |
| Daniels, Lucretia Ellen        | <i>Vermilion</i> ,  | <i>Danville</i>      |
| Darrah, Mrs. Annie             | <i>Champaign</i> ,  | <i>Sadorus</i>       |
| Davis, Lillian Agnes           | <i>Hancock</i> ,    | <i>Augusta</i>       |
| Davison, May                   | <i>Will</i> ,       | <i>Braidwood</i>     |
| Delaney, Lida Mabel            | <i>Macon</i> ,      | <i>Maroa</i>         |
| Dennis, Myrtle                 | <i>Tazewell</i> ,   | <i>Minier</i>        |
| Denny, Effie                   | <i>Tazewell</i> ,   | <i>Mackinaw</i>      |
| Deutsch, Bertha Jessie         | <i>LaSalle</i> ,    | <i>Troy Grove</i>    |
| Dewhirst, Mrs. Alta H.         | <i>Clay</i> ,       | <i>Passport</i>      |
| Diehl, Erma                    | <i>Coles</i> ,      | <i>Mattoon</i>       |
| Dihel, Bertha Jane             | <i>Mercer</i> ,     | <i>Sunbeam</i>       |
| Dowdell, Anna Theresa          | <i>Sangamon</i> ,   | <i>Springfield</i>   |
| Dunlap, Emma Allissia,         | <i>Sangamon</i> ,   | <i>Springfield</i>   |
| Dunlap, Zylpha Myrtle          | <i>Sangamon</i> ,   | <i>Springfield</i>   |
| Eastman, Mrs. Mary Donagh      | <i>LaSalle</i> ,    | <i>Earlville</i>     |
| Elliott, Margaret Catharine,   | <i>Fulton</i> ,     | <i>Table Grove</i>   |
| Eminger, Cora May              | <i>Ford</i> ,       | <i>Gibson City</i>   |
| Ericksen, Belle                | <i>Kendall</i> ,    | <i>Newark</i>        |
| Evans, Mattie Blanche          | <i>Woodford</i> ,   | <i>El Paso</i>       |
| Fairchild, Myrtle Florence,    | <i>Vermilion</i> ,  | <i>Danville</i>      |
| Feeney, Anna Elizabeth         | <i>Champaign</i> ,  | <i>Iresdale</i>      |
| Finch, Helene                  | <i>Whiteside</i> ,  | <i>Fulton</i>        |
| Finney, May Belle,             | <i>Peoria</i> ,     | <i>Peoria</i>        |
| Fisher, Orpha Salome           | * <i>Woodford</i> , | <i>Roanoke</i>       |
| Foster, Margaret Emma          | <i>Montgomery</i> , | <i>Nokomis</i>       |
| Frazier, Laura May,            | <i>Tazewell</i> ,   | <i>Delavan</i>       |
| Friedrich, Katharine Christine | <i>LaSalle</i> ,    | <i>Mendota</i>       |
| Fritter, Clara Theresa         | <i>Piatt</i> ,      | <i>Monticello</i>    |
| Fritter, Edna Elizabeth        | <i>Piatt</i> ,      | <i>Monticello</i>    |
| Fruin, Hannah Letitia          | * <i>McLean</i> ,   | <i>Bloomington</i>   |
| Fulton, Maude M.               | <i>Cass</i> ,       | <i>Ashland</i>       |
| Galford Amy Alice              | <i>Logan</i> ,      | <i>Elkhart</i>       |
| Gard, Josepha                  | <i>Pike</i> ,       | <i>New Canton</i>    |
| Gaston, Nannie Baird           | <i>Marion</i> ,     | <i>Carter</i>        |
| Gates, Carrie Alice            | <i>McLean</i> ,     | <i>Shirley</i>       |
| Gibeaut, Stella Maud           | <i>McLean</i> ,     | <i>Bloomington</i>   |
| Gilbert, Blanche Eunice        | <i>Woodford</i> ,   | <i>El Paso</i>       |
| Gillan, Violet                 | <i>Tazewell</i> ,   | <i>Mackinaw</i>      |
| Godwin, Lottie                 | <i>Pike</i> ,       | <i>Pleasant Hill</i> |
| Goodwin, Mary Elizabeth        | <i>Macoupin</i> ,   | <i>Bunker Hill</i>   |
| †Graves, Jessie Edna           | <i>Bureau</i> ,     | <i>La Moille</i>     |

†Not permitted to return.

| NAMES.                      | COUNTY.            | POSTOFFICE.           |
|-----------------------------|--------------------|-----------------------|
| Graves, Mary E.             | <i>LaSalle,</i>    | <i>Earlville</i>      |
| Graves, Vega                | <i>*McLean,</i>    | <i>Bloomington</i>    |
| Grawburg, Millie Maud       | <i>Marshall,</i>   | <i>Henry</i>          |
| Greer, Sarah                | <i>Cook,</i>       | <i>Evanston</i>       |
| Gregory, Emma               | <i>*McLean,</i>    | <i>Normal</i>         |
| Hackett, Georgia            | <i>Ogle,</i>       | <i>Harper</i>         |
| Hafliger, Stella            | <i>Tazewell,</i>   | <i>Dillon</i>         |
| Hall, Ara Beulah            | <i>White,</i>      | <i>Carmi</i>          |
| Hance, Millie Ber Nette     | <i>Douglas,</i>    | <i>Norman</i>         |
| Handlin Adah Catherine      | <i>Christian,</i>  | <i>Assumption</i>     |
| Harding, Mae Donna          | <i>*McLean,</i>    | <i>Arrowsmith</i>     |
| Harrah, Edith A.            | <i>Colts,</i>      | <i>Diona</i>          |
| Harter, Mabel Bertha        | <i>Marshall,</i>   | <i>Wenona</i>         |
| Hausen, Minnie Adella       | <i>Lee,</i>        | <i>Franklin Grove</i> |
| Hayden, Mary Edams          | <i>McLean,</i>     | <i>Bloomington</i>    |
| Haynie, Mary                | <i>Marion,</i>     | <i>Salem</i>          |
| Heisey, Kansas May          | <i>Marion,</i>     | <i>Inka</i>           |
| Hendron, Iva                | <i>*McLean,</i>    | <i>McLean</i>         |
| Herrington, Cora Elizabeth  | <i>McLean,</i>     | <i>Bloomington</i>    |
| Herrington, Minnie          | <i>Peoria,</i>     | <i>Brimfield</i>      |
| Hess, Adah Belle            | <i>Pike,</i>       | <i>Milton</i>         |
| Hess, Hattie Agnes          | <i>Stephenson,</i> | <i>Orangerville</i>   |
| Hess, Rutha Blanche         | <i>Pike,</i>       | <i>Milton</i>         |
| Holden, Bertha Belle        | <i>Iroquois,</i>   | <i>Wellington</i>     |
| Holmes, Easter May          | <i>Wayne,</i>      | <i>Mt. Erie</i>       |
| Homan, Lucy Fanchion        | <i>Peoria,</i>     | <i>Cramers</i>        |
| Howarth, Bessie Jane        | <i>Livingston,</i> | <i>Fairbury</i>       |
| Hunt, Florence Abigail      | <i>Jo Daviess,</i> | <i>Hanover</i>        |
| Hussey, Halcyone Belle      | <i>Sangamon,</i>   | <i>Williamsville</i>  |
| Iliff, Nellie Maude         | <i>Woodford,</i>   | <i>Washburn</i>       |
| Jackson, Mrs. Ida May       | <i>Vermilion,</i>  | <i>Danville</i>       |
| Jackson, Louise Julia       | <i>Bureau,</i>     | <i>Ohio</i>           |
| Jenkins, Casaline Marion    | <i>Fulton,</i>     | <i>Vermont</i>        |
| Johnson, Amanda             | <i>Bureau,</i>     | <i>Buda</i>           |
| Johnson, Helen Blanche      | <i>Lake,</i>       | <i>Waukegan</i>       |
| Johnson, Ida Matilda        | <i>Bureau,</i>     | <i>Wyanet</i>         |
| Johnson, Minnie Sigri       | <i>Bureau,</i>     | <i>Princeton</i>      |
| Johnston, Nina May          | <i>*McLean,</i>    | <i>Hudson</i>         |
| Johonnot, Katherine Frances | <i>McHenry,</i>    | <i>Richmond</i>       |
| Jones, Mary Frances         | <i>McHenry,</i>    | <i>Hebron</i>         |
| Joynt, Sarah Elizabeth      | <i>Logan,</i>      | <i>Latham</i>         |
| Judy, Laura May             | <i>Vermilion,</i>  | <i>Blue Grass</i>     |
| Kearney, Myrtle Ethel       | <i>Moultrie,</i>   | <i>Lovington</i>      |

| NAME.                       | COUNTY.            | POSTOFFICE.            |
|-----------------------------|--------------------|------------------------|
| Keith, Evalyn               | <i>Hancock,</i>    | <i>Lima</i>            |
| Keys, Etta                  | <i>Logan,</i>      | <i>Beason</i>          |
| Kienzle, Isabelle Lena      | <i>Champaign,</i>  | <i>St. Joseph</i>      |
| Killian, Agnes              | <i>*McLean,</i>    | <i>Towanda</i>         |
| Killian, Katherine Camillus | <i>*McLean,</i>    | <i>Normal</i>          |
| King, Lulu Belle            | <i>Ogle,</i>       | <i>Kings</i>           |
| King, Winona Adelia         | <i>Stephenson,</i> | <i>Lena</i>            |
| Kingman, Myrtle             | <i>Tazewell,</i>   | <i>Delaran</i>         |
| Kingsbury, Charlotte Hannah | <i>Bond,</i>       | <i>Greenville</i>      |
| Knight, Flora Edith         | <i>Coles,</i>      | <i>Lerna</i>           |
| Koehler, Emma Otilie        | <i>*McLean,</i>    | <i>Normal</i>          |
| Koehler, Houlida Emelia     | <i>*McLean,</i>    | <i>Normal</i>          |
| Kraeger, Grace Clark        | <i>Kane,</i>       | <i>Aurora</i>          |
| Krause, Emma Hettia         | <i>Warren,</i>     | <i>Monmouth</i>        |
| Kreitzer, Emma              | <i>Ford,</i>       | <i>Elliott</i>         |
| Kumpf, Anna Katharina       | <i>Tazewell,</i>   | <i>Pekin</i>           |
| Lantz, Anna Maud,           | <i>McLean,</i>     | <i>Bloomington</i>     |
| Lessley, May,               | <i>St. Clair,</i>  | <i>Mascontah</i>       |
| Lewis, Adelaide Belle       | <i>Ford,</i>       | <i>Piper City</i>      |
| Lewis, Alta May             | <i>*McLean,</i>    | <i>Saybrook</i>        |
| Lloyd, Helen Ethel          | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Loew, Carrie                | <i>Tazewell,</i>   | <i>East Peoria</i>     |
| Lubbers, Sarah Theda        | <i>Logan,</i>      | <i>Emden</i>           |
| Lyons, Alice,               | <i>Bureau,</i>     | <i>Arlington</i>       |
| McDavid, Mary Edna          | <i>Moultrie,</i>   | <i>Bethany</i>         |
| McDowell, Mabel Kathryn,    | <i>Whiteside,</i>  | <i>Emerson</i>         |
| McDowell, Pearl Maxwell     | <i>Tazewell,</i>   | <i>San Jose</i>        |
| McGriff, Mary Barris,       | <i>Richland,</i>   | <i>Olney</i>           |
| McIntyre, May,              | <i>LaSalle,</i>    | <i>Streator</i>        |
| McNaughton, Marthia May     | <i>Ogle,</i>       | <i>Stillman Valley</i> |
| McReynolds, Eunice,         | <i>Moultrie,</i>   | <i>Bethany</i>         |
| Maile, Anna Eva             | <i>Will,</i>       | <i>Wilmington</i>      |
| Major, Lessie               | <i>Coles,</i>      | <i>Mattoon</i>         |
| Maloney, Mamie Charlotte    | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Mammen, Vera                | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Mann, Martha Elnora         | <i>Edgar,</i>      | <i>Paris</i>           |
| Marsh, Jennie May           | <i>Warren,</i>     | <i>Monmouth</i>        |
| Martin, Blanche Bradford    | <i>Stephenson,</i> | <i>Winslow</i>         |
| Maurer, Pauline Marie       | <i>Sangamon,</i>   | <i>Cross Plains</i>    |
| Mayne, Edith Mabel          | <i>Bureau,</i>     | <i>Van Orin</i>        |
| Meier, Anna Catharine       | <i>Scott,</i>      | <i>Bluff's</i>         |
| Michael, Cora Helen         | <i>Douglas,</i>    | <i>Newman</i>          |
| Miller, Thena Ellen         | <i>Douglas,</i>    | <i>Tuscola</i>         |

| NAMES.                      | COUNTY.            | POSTOFFICE.            |
|-----------------------------|--------------------|------------------------|
| Mills, Flora Lavinia        | <i>Putnam,</i>     | <i>Clear Creek</i>     |
| Montague, Blanche Elvira    | <i>Stephenson,</i> | <i>Lenä</i>            |
| Mowry, Adah                 | <i>Champaign,</i>  | <i>Champaign</i>       |
| Moyer, Verna Alberta        | <i>*McLean,</i>    | <i>Saybrook</i>        |
| Mulroy, Florence            | <i>DeKalb,</i>     | <i>Hinckley</i>        |
| Myers, Nettie               | <i>Carroll,</i>    | <i>Chadwick</i>        |
| Needham, Bessie Agnes,      | <i>Cumberland,</i> | <i>Neoga</i>           |
| Neely, Mary Etta            | <i>Mason,</i>      | <i>Easton</i>          |
| Neikirk, Viola Lucretia     | <i>Mason,</i>      | <i>Forest City</i>     |
| Nelson, Nellie Constance    | <i>(Wisconsin)</i> | <i>Stoughton</i>       |
| Newell, Agnes               | <i>Montgomery</i>  | <i>Farmersville</i>    |
| Osborne, Lora Jane          | <i>Mercer,</i>     | <i>Cable</i>           |
| Paas, Sophia Amelia         | <i>Mason,</i>      | <i>San Jose</i>        |
| Parker, Carrie Juliet       | <i>Kankakee,</i>   | <i>Manteno</i>         |
| Parry, Elsie Della          | <i>Fulton,</i>     | <i>Astoria</i>         |
| Patterson, Gertrude         | <i>Winnebago,</i>  | <i>Rockford</i>        |
| Perkins, Marie Ethel        | <i>Warren,</i>     | <i>Roserville</i>      |
| Perry, Carrie               | <i>(Nebraska)</i>  | <i>Tecumseh</i>        |
| Polhemus, Georgia           | <i>Du Page,</i>    | <i>Aurora</i>          |
| Porter, Rilla               | <i>Fulton,</i>     | <i>Ipava</i>           |
| Prather, Josie              | <i>Cumberland,</i> | <i>Neoga</i>           |
| Pressey, Lilian Dale —      | <i>Vermilion,</i>  | <i>Potomac</i>         |
| Protsman, Pearl Elizabeth   | <i>Shelby,</i>     | <i>Prairie Home</i>    |
| Putnam, Helen Clifford      | <i>Sangamon,</i>   | <i>Pleasant Plains</i> |
| Pyatt, Pearl                | <i>Moultrie,</i>   | <i>Bethany</i>         |
| Raney, Nettie Grace         | <i>La Salle.</i>   | <i>Lostant</i>         |
| Ratekin, Lola Dell          | <i>Warren,</i>     | <i>Swan Creek</i>      |
| Reinmiller, Louise Margaret | <i>Livingston,</i> | <i>Wilson</i>          |
| Reiterman, Catherine        | <i>Cook,</i>       | <i>Evanston</i>        |
| Rengel, Elisabeth Bertha    | <i>*McLean.</i>    | <i>Danvers</i>         |
| Riddell, Ethel Grace        | <i>La Salle,</i>   | <i>Earlville</i>       |
| Riley, Katharine Agnes      | <i>Marshall,</i>   | <i>Lacon</i>           |
| Robertson, Grace D.         | <i>Piatt,</i>      | <i>Monticello</i>      |
| Robertson, Lura May,        | <i>Pope,</i>       | <i>Hartsville</i>      |
| Robertson, Purl             | <i>McLean,</i>     | <i>Bloomington</i>     |
| Rogers, Edith May           | <i>Bome</i>        | <i>Belvidere</i>       |
| Rollins, Halcyon Rebecca    | <i>Vermilion,</i>  | <i>Rankin</i>          |
| Ross, Bertha Pearle         | <i>Edgar,</i>      | <i>Redmon</i>          |
| Rowe, Rose Etta             | <i>Champaign,</i>  | <i>Ludlow</i>          |
| Ryan, Katharine Agnes       | <i>Tazewell,</i>   | <i>Minier</i>          |
| Sallenger, Mary Vienna      | <i>Christian,</i>  | <i>Palmer</i>          |
| Sandeson, Minnetta Christa  | <i>Vermilion,</i>  | <i>Danville</i>        |
| Sawyer, Ida Sophia          | <i>Kane,</i>       | <i>Aurora</i>          |

| NAMES.                        | COUNTY.             | POSTOFFICE.         |
|-------------------------------|---------------------|---------------------|
| Sayle, Inezella               | <i>Carroll,</i>     | <i>Hanover</i>      |
| Schiek, Christena             | <i>Will,</i>        | <i>Mokena</i>       |
| Scott, Gertrude May           | <i>Coles,</i>       | <i>Mattoon</i>      |
| Scott, Vernie Irene           | <i>Ogle,</i>        | <i>Elida</i>        |
| Schroeder, Frieda Adelaide    | <i>*McLean,</i>     | <i>Bloomington</i>  |
| Searles, Alice May            | <i>Grundy,</i>      | <i>Minooka</i>      |
| Seymour, Carrie Vaughan       | <i>Bond,</i>        | <i>Sorento</i>      |
| Simcox, Anna Maude,           | <i>Marion,</i>      | <i>Patoka</i>       |
| Simmons, Jessie Josephine     | <i>Hancock,</i>     | <i>Joetta</i>       |
| Simpson, Elizabeth            | <i>Morgan,</i>      | <i>Murrayville</i>  |
| Sinclair, Marietta,           | <i>LaSalle,</i>     | <i>Meriden</i>      |
| Smith, Carrie Elizabeth,      | <i>Tazewell,</i>    | <i>Hopedale</i>     |
| Smith, Daisy May              | <i>Tazewell,</i>    | <i>Deer Creek</i>   |
| Smith, Georgia                | <i>LaSalle,</i>     | <i>Mendota</i>      |
| Smith, Kate Belle             | <i>Tazewell,</i>    | <i>Lilly</i>        |
| Smith, Margaret Elizabeth     | <i>Tazewell,</i>    | <i>Morton</i>       |
| Smith, Mina May               | <i>Tazewell,</i>    | <i>Dillon</i>       |
| Smith, Ruth Belle             | <i>Tazewell,</i>    | <i>Morton</i>       |
| Snider, Nellie M.             | <i>Peoria,</i>      | <i>Peoria</i>       |
| Snow, Cora                    | <i>*McLean,</i>     | <i>Normal</i>       |
| Spargrove, Lura Lucile        | <i>Marshall,</i>    | <i>Wenona</i>       |
| Spear, Lurene Caroline        | <i>Vermilion,</i>   | <i>Rankin</i>       |
| Speer, May                    | <i>Mercer,</i>      | <i>Sunbeam</i>      |
| Staver, Bertha Cornelia       | <i>Stephenson,</i>  | <i>Freeport</i>     |
| Stephan, Edith May            | <i>Jo Daviess,</i>  | <i>Scales Mound</i> |
| Stites, Lena Katherine        | <i>*McLean,</i>     | <i>Bloomington</i>  |
| Strohm, Mary Ann,             | <i>Stephenson,</i>  | <i>Winslow</i>      |
| Stubblefield, Edith Eliza     | <i>*McLean,</i>     | <i>Normal</i>       |
| Sutter, Anna Dawson           | <i>Moultrie,</i>    | <i>Lovington</i>    |
| Sylvester, Florence           | <i>Cook,</i>        | <i>Chicago</i>      |
| Taylor, Virginia              | <i>Cook,</i>        | <i>Chicago</i>      |
| Thompson, Iva Irene           | <i>Effingham,</i>   | <i>Shumicay</i>     |
| Thompson, Josephine West      | <i>Kane,</i>        | <i>Elgin</i>        |
| Thorp, Luella May             | <i>McLean,</i>      | <i>Normal</i>       |
| Titterington, Susan Edgington | <i>Rock Island,</i> | <i>Rock Island</i>  |
| Tromp, Bertha Elizabeth       | <i>Tazewell,</i>    | <i>Minier</i>       |
| Troxel, Mabel Edith           | <i>*McLean,</i>     | <i>Normal</i>       |
| Turnbull, Jessie Junkin       | <i>Warren,</i>      | <i>Monmouth</i>     |
| Turner, Gladys                | <i>Shelby,</i>      | <i>Oconee</i>       |
| Turner, Irene                 | <i>Whiteside,</i>   | <i>Tampico</i>      |
| Wallace, Lura Margaret        | <i>Warren,</i>      | <i>Coldbrook</i>    |
| Wallace, Margaret Emma        | <i>Macon,</i>       | <i>Decatur</i>      |



| NAMES.                         | COUNTY.               | POSTOFFICE.           |
|--------------------------------|-----------------------|-----------------------|
| Walsh, Mary Genevieve          | <i>Will,</i>          | <i>Joliet</i>         |
| Walz, Emma                     | <i>Stephenson,</i>    | <i>Freeport</i>       |
| Wamsley, Emma Mae              | <i>Champaign,</i>     | <i>Urbana</i>         |
| Warnick, Anna                  | <i>Lee,</i>           | <i>Lee Center</i>     |
| Waters, Eva May                | <i>Sangamon,</i>      | <i>Mechanicsburg</i>  |
| Waters, Gertrude               | <i>McDonough,</i>     | <i>Table Grove</i>    |
| Weldon, Margaret Rose          | <i>*McLean,</i>       | <i>Normal</i>         |
| Wells, Gertrude                | <i>Winnebago</i>      | <i>Winnebago</i>      |
| Wells, Jennie Blanche          | <i>Schuyler,</i>      | <i>Littleton</i>      |
| Wells, Jennie Entrekin         | <i>Macon,</i>         | <i>Elcin</i>          |
| Wells, Jessie Belle            | <i>Macon,</i>         | <i>Elcin</i>          |
| Wells, Pearl Amanda            | <i>McLean,</i>        | <i>Normal</i>         |
| Wesenbaum, Elizabeth Henrietta | <i>Christian,</i>     | <i>Assumption</i>     |
| Wheeler, Hattie May            | <i>*McLean</i>        | <i>Normal</i>         |
| Wheeler, Mary                  | <i>Stephenson,</i>    | <i>Freeport</i>       |
| Whitmore, Maude Amelia         | <i>Kankakee,</i>      | <i>Momence</i>        |
| Wierman, Edna Susannah         | <i>Putnam,</i>        | <i>Mount Palatine</i> |
| Williams, Winifred Sue         | <i>Douglas,</i>       | <i>Newman</i>         |
| Wilson, Mamie Eva              | <i>Fulton,</i>        | <i>Fairview</i>       |
| Wilson, Theodora               | <i>Putnam,</i>        | <i>Magnolia</i>       |
| Woltman, Helena Olga           | <i>(Missouri)</i>     | <i>Neeper</i>         |
| Worth, Cleora Ann              | <i>De Kalb,</i>       | <i>Rollo</i>          |
| Wyckoff, Irene Bessie          | <i>Macon,</i>         | <i>Harristown</i>     |
|                                |                       |                       |
| Adams, Oscar                   | <i>Edgar,</i>         | <i>Scott Land</i>     |
| Anderson, George Emanuel       | <i>(Kansas)</i>       | <i>Iola</i>           |
| Baker, Frederick Alva          | <i>Clark,</i>         | <i>West Union</i>     |
| Baker, Joseph Howard           | <i>McLean,</i>        | <i>McLean</i>         |
| Barkmeier, Hiram Jonathan      | <i>Mason,</i>         | <i>San Jose</i>       |
| Bennett, William Everett       | <i>De Witt,</i>       | <i>Lane</i>           |
| Birdzell, Charles Allen        | <i>Champaign,</i>     | <i>St. Joseph</i>     |
| Blevins, Robert Alexander      | <i>Macoupin,</i>      | <i>Atwater</i>        |
| Bonnell, Clarence              | <i>Christian,</i>     | <i>Taylorville</i>    |
| Branaman, John                 | <i>Moultrie,</i>      | <i>Bruce</i>          |
| Brooks, Samuel John            | <i>Logan,</i>         | <i>Natrona</i>        |
| Buhan, George Ellwood          | <i>(Pennsylvania)</i> | <i>Kantner</i>        |
| Bullock, Forrest Minor         | <i>Woodford,</i>      | <i>Eureka</i>         |
| Burroughs, Dillon              | <i>Crawford,</i>      | <i>Oblong</i>         |
| Burton, John Franklyn          | <i>Schuyler,</i>      | <i>Brooklyn</i>       |
| Camp, John Jay                 | <i>Woodford,</i>      | <i>Metamora</i>       |
| Campton, Thomas                | <i>De Witt,</i>       | <i>Waynesville</i>    |
| Carpenter, Walter Hubert       | <i>DuPage,</i>        | <i>Roselle</i>        |
| Conard, Solon Eli              | <i>Piatt,</i>         | <i>Monticello</i>     |

| NAMES.                       | COUNTY.     | POSTOFFICE.    |
|------------------------------|-------------|----------------|
| Cook, Isaac                  | Fulton,     | Farmington     |
| Cowan, Henry                 | *McLean,    | Bloomington    |
| Dawson, Judge Leighton       | Edgar,      | Scott Land     |
| Dodson, Ira                  | Vermilion,  | Snider         |
| Doud, Robert Freeman         | Hancock,    | Elvaston       |
| Dunlap, Matthew William      | Livingston, | Blackstone     |
| Dunlap, William Lindsey      | Livingston, | Blackstone     |
| Eaton, Charles David         | *McLean,    | Normal         |
| †Elkins, George L.           | Johnson,    | Vienna         |
| Evans, Aylmer Hunt           | Jo Daviess, | Hanover        |
| Francis, Charles Henry       | LaSalle,    | Lostant        |
| Fry, William                 | Champaign,  | Rantoul        |
| Gammill, Finis Isgrig        | Coles       | Frilla         |
| Gaston, William Tracy        | Marion,     | Carter         |
| Gigley, John Frank           | (Indiana)   | Remington      |
| Graffis, Runnion T.          | Mason,      | Natrona        |
| Hainline, Jesse              | McLean,     | Normal         |
| Hamilton, Albert Dilline     | Marion,     | Salem          |
| Hartsell, William Webster    | Shelby,     | Windsor        |
| Hausen, Henry Warren         | Lee,        | Franklin Grove |
| Hess, Absolom                | Pike,       | Pearl          |
| Hohnke, Robert Ernest        | La Salle,   | La Salle       |
| Honn, Franklin Edward        | Coles,      | Arcola         |
| Hunt, Orson Earl             | Jo Daviess, | Hanover        |
| Jackson, John Wesley         | Sangamon,   | Buffalo Hart   |
| Jaeckel, Henry Charles       | Monroe,     | Hecker         |
| Jaeckel, William John        | Monroe,     | Hecker         |
| Jeffries, William Jerdell    | Livingston, | Campus         |
| Jolly, Jasper                | Christian,  | Pana           |
| Jones, Roy Herbert           | Piatt,      | Monticello     |
| Kennel, John J.              | Tazewell,   | Morton         |
| King, Wirt Charles           | Schuyler,   | Brooklyn       |
| Lauterbaugh, Walter Delacour | Sangamon,   | Illiopolis     |
| Lindsey, Wyllard Briston     | Lawrence,   | Birds          |
| Linn, Joseph Henry           | St. Clair,  | Mascoutah      |
| Linnabary, John Bruce        | Coles,      | Charleston     |
| McKnight, Joseph             | *McLean,    | Normal         |
| McWherter, Robert Franklin   | Bond,       | Sorento        |
| Markland, Lucien Daniel      | Livingston, | Pontiac        |
| Marxer, Alois Joseph         | St. Clair,  | Millstadt      |
| Mathison, George             | Will,       | Peotone        |
| Miller, John Peter           | Monroe,     | Harrisville    |

†Not permitted to return.

| NAMES.                       | COUNTY.            | POSTOFFICE.           |
|------------------------------|--------------------|-----------------------|
| Mize, Wilbur Roseberry       | <i>Madison,</i>    | <i>Manix</i>          |
| Moore, Alfred Newton         | <i>Coles,</i>      | <i>Mattoon</i>        |
| Morse, Herbert Henry         | <i>Stark.</i>      | <i>Wyoming</i>        |
| Morton, John Brown,          | <i>Marion,</i>     | <i>Salem</i>          |
| Musskopf, Edward Adolph      | <i>St. Clair,</i>  | <i>Millstadt</i>      |
| Nail, William Franklin       | <i>Montgomery,</i> | <i>Butler</i>         |
| Noble, Clark                 | <i>Jersey,</i>     | <i>Otterville</i>     |
| Noecker, Harry Moris         | <i>Macon,</i>      | <i>Argenta</i>        |
| Owen, David Brashareo        | <i>Fayette,</i>    | <i>Brownstown</i>     |
| Perkins, Orville Benton      | <i>Warren,</i>     | <i>Roseville</i>      |
| Petty, Clarence Melville     | <i>Lawrence,</i>   | <i>Sumner</i>         |
| Porter, Guy                  | <i>Fulton,</i>     | <i>Ipava</i>          |
| Pringle, Maurice Franklin    | <i>McLean,</i>     | <i>Normal</i>         |
| Rennels, Albert Thornton     | <i>Coles,</i>      | <i>Charleston</i>     |
| Rice, Thomas Ernest          | <i>Coles,</i>      | <i>Mattoon</i>        |
| Sale, Walter W.              | <i>*Champaign,</i> | <i>Fisher</i>         |
| Schick, John Calvin          | <i>Lawrence,</i>   | <i>Sumner</i>         |
| Schoenberger, Egidius George | <i>Knox,</i>       | <i>Yales City</i>     |
| Shields, John Elbert         | <i>Coles,</i>      | <i>Oakland</i>        |
| Shinkle, Vincent Garman      | <i>*McLean,</i>    | <i>Normal</i>         |
| Shoemaker, John David        | <i>Clark,</i>      | <i>Westfield</i>      |
| Simmons, J. Claude           | <i>Hancock,</i>    | <i>Fountain Green</i> |
| Smith, Gale                  | <i>*McLean,</i>    | <i>Normal</i>         |
| Smith, Walter Earl           | <i>Kankakee,</i>   | <i>Bonfield</i>       |
| Solomon, William Asburry     | <i>Macoupin,</i>   | <i>Palmyra</i>        |
| Sparks, Robert Leslie        | <i>Tazewell,</i>   | <i>Mackinaw</i>       |
| Spencer, Charles H.          | <i>(Ohio)</i>      | <i>Gilboa</i>         |
| Staub, Theodore              | <i>St. Clair,</i>  | <i>Mascoutah</i>      |
| Stipp, Daniel Crockett       | <i>Bureau,</i>     | <i>Princeton</i>      |
| Stotler, Howard Arthur       | <i>*McLean,</i>    | <i>Hudson</i>         |
| Stout, Henry Field           | <i>Fulton,</i>     | <i>Fairview</i>       |
| Strayer, Martin Luther       | <i>Champaign,</i>  | <i>DeGraff</i>        |
| Sullivan, William            | <i>Edgar,</i>      | <i>Chrisman</i>       |
| Taylo, Myron DeWitt          | <i>McLean,</i>     | <i>Saybrook</i>       |
| Turnbaugh, William Edward    | <i>Pike,</i>       | <i>Pleasant Hill</i>  |
| Ullrich, Frederick           | <i>St. Clair,</i>  | <i>New Baden</i>      |
| Victor, William Albert       | <i>Pulaski,</i>    | <i>Wetaug</i>         |
| Virtue, Ira Sankey           | <i>Jo Daviess,</i> | <i>Elizabeth</i>      |
| Waterman, Wilbur Ernest      | <i>Grundy,</i>     | <i>Wenona</i>         |
| Waugh, Louis Herbert         | <i>Union,</i>      | <i>Cobden</i>         |
| Weber, Edward Jacob          | <i>Madison,</i>    | <i>Fosterburg</i>     |
| Weber, William               | <i>Madison,</i>    | <i>Fosterburg</i>     |

| NAMES.                 | COUNTY.           | POSTOFFICE.         |
|------------------------|-------------------|---------------------|
| Whitney, Emmett W.     | <i>Champaign,</i> | <i>Ludlow</i>       |
| †Wiley, Oscar Randle   | <i>Woodford,</i>  | <i>Minonk</i>       |
| Wilson, James William  | <i>Coles,</i>     | <i>Janesville</i>   |
| Wilson, Rufus Edgar    | <i>Fayette,</i>   | <i>Bingham</i>      |
| Wright, George William | <i>Sangamon,</i>  | <i>Buffalo Hart</i> |

†Not permitted to return.

### Summary.

|                   |   |   |   |   |   |     |
|-------------------|---|---|---|---|---|-----|
| Special students, | - | - | - | - | - | 15  |
| Senior class      | - | - | - | - | - | 39  |
| Second class      | - | - | - | - | - | 102 |
| Third class       | - | - | - | - | - | 280 |
| Fourth class      | - | - | - | - | - | 390 |
|                   |   |   |   |   |   | —   |
| Total             | - | - | - | - | - | 826 |

# **Table**

## SHOWING ATTENDANCE BY COUNTIES OF STUDENTS RECEIVING FREE TUITION.

|                 |    |                 |    |                   |    |
|-----------------|----|-----------------|----|-------------------|----|
| Adams.....      | 1  | Iroquois .....  | 5  | Peoria.....       | 6  |
| Bond.....       | 4  | Jefferson.....  | 1  | Perry.....        | 3  |
| Bureau.....     | 12 | Jersey.....     | 2  | Piatt.....        | 14 |
| Boone.....      | 3  | Jo Daviess..... | 9  | Pike.....         | 13 |
| Carroll.....    | 7  | Johnson.....    | 2  | Pope.....         | 3  |
| Cass.....       | 1  | Kane.....       | 20 | Pulaski.....      | 2  |
| Champaign.....  | 15 | Kankakee.....   | 6  | Putnam.....       | 12 |
| Christian.....  | 14 | Kendall.....    | 6  | Richland.....     | 5  |
| Clark.....      | 2  | Knox.....       | 3  | Rock Island.....  | 6  |
| Clay.....       | 3  | Lake.....       | 5  | Sangamon.....     | 15 |
| Clinton.....    | 1  | LaSalle.....    | 24 | Schuyler.....     | 10 |
| Coles.....      | 23 | Lawrence.....   | 3  | Scott.....        | 1  |
| Cook.....       | 13 | Lee.....        | 7  | Shelby.....       | 16 |
| Crawford.....   | 2  | Livingston..... | 12 | Stark.....        | 4  |
| Cumberland..... | 4  | Logan.....      | 7  | St. Clair.....    | 14 |
| DeKalb.....     | 7  | McDonough.....  | 2  | Stephenson.....   | 13 |
| DeWitt.....     | 3  | McHenry.....    | 6  | Tazewell.....     | 38 |
| Douglas.....    | 10 | McLean.....     | 61 | Union.....        | 1  |
| DuPage.....     | 2  | Macon.....      | 22 | Vermilion.....    | 22 |
| Edgar.....      | 8  | Macoupin.....   | 5  | Warren.....       | 16 |
| Effingham.....  | 2  | Madison.....    | 10 | Washington.....   | 1  |
| Fayette.....    | 2  | Marion.....     | 10 | Wayne.....        | 2  |
| Ford.....       | 11 | Marshall.....   | 7  | White.....        | 2  |
| Fulton.....     | 17 | Mason.....      | 8  | Whiteside.....    | 10 |
| Gallatin.....   | 1  | Mercer.....     | 6  | Will.....         | 10 |
| Grundy.....     | 5  | Monroe.....     | 4  | Winnebago.....    | 5  |
| Hamilton.....   | 2  | Montgomery..... | 4  | Woodford.....     | 18 |
| Hancock.....    | 13 | Morgan.....     | 1  |                   |    |
| Henderson.....  | 2  | Moultrie.....   | 10 | Other States..... | 16 |
| Henry.....      | 3  | Ogle.....       | 9  |                   |    |

Three other pupils from other states, and seventy-two additional students from McLean county, paid tuition at the rate of \$39 per year.

## Grammar Department.

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### PREPARATORY CLASS.

| NAMES.               | COUNTY.            | POSTOFFICE.          |
|----------------------|--------------------|----------------------|
| Bear, Jennie         | <i>Hancock,</i>    | <i>Joetta</i>        |
| Conger, Ethel        | <i>McLean,</i>     | <i>Normal</i>        |
| Carson, Estelle,     | <i>McLean,</i>     | <i>Normal</i>        |
| Crays, Emma          | <i>Vermilion,</i>  | <i>Armstrong</i>     |
| Dewhirst, Alta       | <i>Richland,</i>   | <i>Passport</i>      |
| Dixon, Lavina        | <i>McLean,</i>     | <i>Bloomington</i>   |
| Dixon, Lillie        | <i>McLean,</i>     | <i>Bloomington</i>   |
| Eaton, May           | <i>McLean,</i>     | <i>Normal</i>        |
| Frazier, Laura       | <i>Tazewell,</i>   | <i>Delavan</i>       |
| Gigley, Susan        | <i>(Indiana)</i>   | <i>Remington</i>     |
| Heller, Gertrude     | <i>Woodford,</i>   | <i>Benson</i>        |
| Herrington, Minnie   | <i>Peoria</i>      | <i>Brimfield</i>     |
| Hickey, Kate,        | <i>McLean,</i>     | <i>Bloomington</i>   |
| Hussey, Pearle,      | <i>Sangamon,</i>   | <i>Williamsville</i> |
| Killian, Agnes       | <i>McLean,</i>     | <i>Towanda</i>       |
| McDowell, Pearl,     | <i>Tazewell,</i>   | <i>San Jose</i>      |
| McKee, Mary          | <i>Stark,</i>      | <i>Elmira</i>        |
| Perkins, Marie       | <i>Warren,</i>     | <i>Roseville</i>     |
| Searles, Allie M.    | <i>Will,</i>       | <i>Plainfield</i>    |
| Anderson, Frank      | <i>(Kansas)</i>    | <i>Iola</i>          |
| Brooks, Samuel       | <i>Logan,</i>      | <i>Natrona</i>       |
| Cook, Isaac          | <i>Fulton,</i>     | <i>Farmington</i>    |
| Fleisher, Harry      | <i>Bureau,</i>     | <i>Kasbeer</i>       |
| Franzen, Theodore C. | <i>Livingston,</i> | <i>Odell</i>         |
| Gigley, John F.      | <i>(Indiana)</i>   | <i>Remington</i>     |
| Hartsell, Webster    | <i>Shelby,</i>     | <i>Windsor</i>       |
| Hines, William       | <i>McLean,</i>     | <i>Shirley</i>       |
| Jeffries, W. D.      | <i>Livingston,</i> | <i>Dwight</i>        |
| King, Wirt C.        | <i>Schuyler,</i>   | <i>Brooklyn</i>      |
| Laferty, George      | <i>Mercer,</i>     | <i>Norwood</i>       |
| Marxer, Alois J.     | <i>St. Clair,</i>  | <i>Millstadt</i>     |
| McKnight, Joseph     | <i>McLean,</i>     | <i>Normal</i>        |
| Milner, James B.     | <i>(Indiana)</i>   | <i>Remington</i>     |



| NAMES.               | COUNTY.          | POSTOFFICE.       |
|----------------------|------------------|-------------------|
| McWherter, Robert F. | <i>Bond,</i>     | <i>Sorento</i>    |
| Moots, Bert C.       | <i>McLean,</i>   | <i>Normal</i>     |
| Perkins, Orville,    | <i>Warren,</i>   | <i>Roseville</i>  |
| Ramsey, William G.,  | <i>Mercer,</i>   | <i>Norwood</i>    |
| Rice, William        | <i>Coles,</i>    | <i>Mattoon</i>    |
| Russell, Robert      | <i>(Indiana)</i> | <i>Remington</i>  |
| Sale, Walter W.      | <i>McLean,</i>   | <i>Normal</i>     |
| Skinner, Webster     | <i>McLean,</i>   | <i>Normal</i>     |
| Smith, Walter E.     | <i>Kankakee,</i> | <i>Bonfield</i>   |
| Spencer, William     | <i>McLean,</i>   | <i>Arrowsmith</i> |
| Waugh, L. Herbert    | <i>Union,</i>    | <i>Cobden</i>     |
| Total, - - - - -     |                  | 44                |

### High School, First Year.

|                    |                     |                     |
|--------------------|---------------------|---------------------|
| Champion, Marie    | <i>McLean,</i>      | <i>Normal</i>       |
| Ferguson, Edith    | <i>McLean,</i>      | <i>Bloomington</i>  |
| Graves, Vega       | <i>McLean,</i>      | <i>Bloomington</i>  |
| Mammen, Vera       | <i>McLean,</i>      | <i>Bloomington</i>  |
| Mavity, Louise     | <i>McLean,</i>      | <i>Normal</i>       |
| Richards, Florence | <i>McLean,</i>      | <i>Normal</i>       |
| Vaile, Eleanor     | <i>(California)</i> | <i>San Diego</i>    |
| Baker, Clarence    | <i>Shelby,</i>      | <i>Prairie Home</i> |
| Capen, Bernard     | <i>McLean,</i>      | <i>Bloomington</i>  |
| Carlock, Bruce     | <i>McLean,</i>      | <i>Normal</i>       |
| Dillon, Ray        | <i>McLean,</i>      | <i>Normal</i>       |
| Greenough, Charles | <i>McLean,</i>      | <i>Yuton</i>        |
| Howell, Frank      | <i>McLean,</i>      | <i>Bloomington</i>  |
| Hazle, Stephen     | <i>McLean,</i>      | <i>Bloomington</i>  |
| Johnson, Walter    | <i>McLean,</i>      | <i>Normal</i>       |
| Mammen, Harry      | <i>McLean,</i>      | <i>Bloomington</i>  |
| Total, - - - - -   |                     | 16                  |

### GRAMMAR GRADES.

|                  |                |                    |
|------------------|----------------|--------------------|
| Alspaugh, Mamie  | <i>McLean,</i> | <i>Normal</i>      |
| Bishop, Lulu     | <i>McLean,</i> | <i>Bloomington</i> |
| Bosworth, Helen  | <i>McLean,</i> | <i>Normal</i>      |
| Bright, Fannie   | <i>McLean,</i> | <i>Normal</i>      |
| Broadhead, Lemma | <i>McLean,</i> | <i>Normal</i>      |
| Brock, Mabel     | <i>McLean,</i> | <i>Bloomington</i> |
| Brown, Grace     | <i>McLean,</i> | <i>Normal</i>      |

| NAMES.            | COUNTY.    | POSTOFFICE. |
|-------------------|------------|-------------|
| Crays, Edith      | Vermilion, | Armstrong   |
| Courtright, Clara | McLean,    | Normal      |
| Dillon, Bessie    | McLean,    | Normal      |
| Dunlap, May       | Will,      | Peotone     |
| Hiett, Ola        | McLean,    | Normal      |
| Humphrey, Jessie  | McLean,    | Normal      |
| Jackson, Virginia | McLean,    | Normal      |
| Johnston, Edna    | McLean,    | Normal      |
| Proctor, Norma    | McLean,    | Normal      |
| Roder, Mattie     | McLean,    | Normal      |
| Schaffer, Lena    | Tazewell,  | Deer Creek  |
| Smith, Marian     | McLean,    | Normal      |
| Smitson, Laura    | McLean,    | Normal      |
| Snow, Vera        | McLean,    | Normal      |
| Stewart, Nellie   | McLean,    | Normal      |
| Tipton, Winona    | McLean,    | Normal      |
| Wilson, Maude     | McLean,    | Normal      |
| VanHook, Nelly    | McLean,    | Normal      |
| Asher, Burt       | McLean,    | Normal      |
| Beadle, Elbert    | McLean,    | Normal      |
| Burtis, Ira       | McLean,    | Hudson      |
| Chambers, William | McLean,    | Bloomington |
| Crigler, Clute    | McLean,    | Normal      |
| Dick, Carl        | McLean,    | Bloomington |
| Dick, Fred        | McLean,    | Bloomington |
| Evans, Mark       | McLean,    | Bloomington |
| Gantz, Irvin      | McLean,    | Bloomington |
| Gardner, George   | Winnebago, | Rockford    |
| Haitz, Charles    | McLean,    | Normal      |
| Hayes, Wilson     | McLean,    | Bloomington |
| Helmick, Russell  | McLean,    | Normal      |
| Hibler, Herbert   | McLean,    | Normal      |
| Hilyard, Perry    | Monroe,    | Waterloo    |
| Hutchin, Elberon  | McLean,    | Bloomington |
| Iliff, Harry      | McLean,    | Normal      |
| Johnson, Homer    | McLean,    | Bloomington |
| Johnstone, Lyle   | McLean,    | Bloomington |
| Kent, Royal B.    | McLean,    | Normal      |
| Lindblad, Edward  | McLean,    | Normal      |
| Lord, Guy         | McLean,    | Normal      |
| Mammen, Ernest    | McLean,    | Bloomington |
| John, Matson      | (Arkansas) | Little Rock |

| NAMES.              | COUNTY.        | POSTOFFICE.        |
|---------------------|----------------|--------------------|
| Molesworth, Clyde   | <i>McLean,</i> | <i>Normal</i>      |
| Sage, Chester       | <i>McLean,</i> | <i>Normal</i>      |
| Sinclair, Uel       | <i>McLean,</i> | <i>Normal</i>      |
| Smith, Ward         | <i>McLean,</i> | <i>Bloomington</i> |
| Stubblefield, David | <i>McLean,</i> | <i>Normal</i>      |
| Weldon, James       | <i>McLean,</i> | <i>Normal</i>      |
| Wentz, Roy          | <i>McLean,</i> | <i>Normal</i>      |
| Witwer, Leroy       | <i>McLean,</i> | <i>Normal</i>      |
| Wrigley, Harry      | <i>McLean,</i> | <i>Normal</i>      |
| Veach, James D.     | <i>McLean,</i> | <i>Normal</i>      |
| Vencill, Albert     | <i>McLean,</i> | <i>Normal</i>      |
| Total, 60.          |                |                    |

### Summary.

|                          |   |   |   |   |   |     |
|--------------------------|---|---|---|---|---|-----|
| Preparatory class,       | - | - | - | - | - | 44  |
| First year, High School, | - | - | - | - | - | 16  |
| Grammar grades,          | - | - | - | - | - | 60  |
| Total,                   | - | - | - | - | - | 120 |
| Girls                    | - | - | - | - | - | 51  |
| Boys,                    | - | - | - | - | - | 69  |
| Total,                   | - | - | - | - | - | 120 |

**Intermediate Department.**

---

Alspaugh, Willa  
Augustine, Myrtle  
Bates, Laura  
Benbrook, Leah  
Bosworth, Mabel  
Bricker, Jessie  
Brown, Etta  
Chrisman, Nellie  
Clough, May  
Coen, Eleanor  
Coen, Margaret  
Coith, Clara  
Coith, Edna  
Coleman, Juanita  
Courtright, Ada  
Courtright, Ruth  
Craig, Edith  
Crigler, Nina  
Crist, Lulu  
Dillon, Bessie  
Dillon, Ethel

Felmley, Mildred  
Felmley, Ruth  
Goodspeed, Ada  
Goodspeed, Laura  
Gregory, Lois  
Haitz, Mamie  
Haney, Alice  
Haney, Ruth  
Hartley, Frances  
Heller, Lottie  
Hibler, Bruce  
Hiett, Lela  
Huffington, Grace  
Johnson, Edna  
Kennedy, Merle  
Knott, Gracie  
Lord, Mamie  
Lutz, Mabel  
Mace, Ruth,  
McNeil, Grace  
Martens, Anna

Mavity, Mary  
Miller, Nellie  
Milliken, Ora  
Morse, Marguerite  
Myers, Irene  
Perry, Barza  
Railsback, Marie  
Railsback, Mary  
Rosenberry, Ethel  
Scott, Mildred  
Smith, Alice  
Smith, Helen  
Smitson, Nellie  
Stanger, Montana  
Taylor, Ocela  
Thompson, Ethel  
Tomlinson, Annie  
Triplett, Margaret  
Vencill, Lulu  
Wheeler, Jessie  
Wilson, Mabel

Allen, Jay  
Beadle, Homer  
Beckwith, Harry  
Bedinger, Franklin  
Bowen, Vernon  
Bowman, Leverett  
Bricker, Norman  
Bright, Reuben  
Broadhead, Charles  
Burwell, Clyde  
Coith, Alvin  
Colton, Jamie  
Courtright, Harry  
Craig, Fred

Gregory, Herbert  
Haitz, Charley  
Hargitt, Leslie  
Hargitt, Percy  
Hetfield, Miller  
Howard, Archie  
Hussey, Alfred  
Hutchin, Elberon  
Jackson, Leigh  
Jackson, Lester  
Johnson, Roy  
Kennedy, Allen  
Kirkpatrick, Charles  
Kettering, Raymond

Mace, Lamar  
Mowrer, Paul  
Patterson, Stephen  
Pollitt, Bert  
Pollitt, Thurman  
Railsback, Fay  
Reeves, Elton  
Reeves, Thornton  
Riley, Carl  
Riley, Dean  
Rosenberry, Earle  
Schad, Stuart  
Schad, William  
Shinkle, Eddie

|                  |                   |                   |
|------------------|-------------------|-------------------|
| Crigler, Burr    | Kuhn, Louie       | Shirk, Willie     |
| Denton, Earle    | Kuhn, Waldo       | Snow, Charley     |
| Dick, Carl       | Leighton, Norman  | Stansbury, Leslie |
| Dick, Harry      | Lindblad, Arthur  | Stoltze, Carl     |
| Dillon, Chester  | Lindblad, Edwards | Tipton, Herbert   |
| Dillon, Claire   | Loehr, William    | VanHook, Herbert  |
| Dillon, Ralph    | Lord, Emory       | Vencill, Albert   |
| Duff, Walker     | Lutz, David       | Weinhart, Charley |
| Frost, Walter    | McCord, Freeman   | Wentz, Roy        |
| Goodspeed, James |                   |                   |

Girls enrolled, 63; boys, 70; total, 133.

### Primary Department.

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|                    |                    |                  |
|--------------------|--------------------|------------------|
| Baylor, Irene      | Haitz, Etta        | Martens, Louise  |
| Bence, Leta        | Hamill, Wahneita   | Moore, Sadie     |
| Bowman, Ocla       | Haney, Alice       | Perrin, Eva      |
| Brown, Verne       | Hargitt, Daisy     | Railsback, Mary  |
| Burwell, Alice     | Hill, Marium       | Reeder, Sally    |
| Courtright, Minnie | Hoff, Reva         | Schad, Irma      |
| Craig, Edith       | Huffington, Grace  | Shanklin, Ada    |
| Darrah, Nita       | Irvin, Hazel       | Shanklin, Olive  |
| Denton, Florence   | Kerrison, Cora     | Sinclair, Anna   |
| Dillon, Alice      | Kuhn, Nellie       | Smith, Lucia     |
| Felmley, Mildred   | Lewis, Celia       | Stansbury, Anna  |
| Fisher, Nellie     | McCormick, Ella    | Underwood, Marie |
| Frost, Ina         | McKnight, Myrtle   | VanHook, Ethel   |
| Gamble, Faith      | McNeil, Hazel      | Walker, Mildred  |
| Goodale, Helen     | Marshall, Clara    | Wells, Grace     |
| Graves, Helen      | Martens, Anna      |                  |
| Adams, Charles     | Ferguson, Claude   | Morse, Heber     |
| Alspaugh, John     | Ferguson, Herbert  | Moyer, Maurice   |
| Bence, Walter      | Ferguson, Lowell   | Palmer, Charles  |
| Bowers, Homer      | Fry, Harold        | Perry, Marion    |
| Bowman, Leverett   | Hargitt, Merton    | Perry, Myron     |
| Bricker, Oran      | Holder, Charles    | Pitts, Joseph    |
| Burroughs, Alva    | Houchin, George    | Pollitt, Thurman |
| Burwell, Clyde     | Irvin, Delmar      | Reeves, Thornton |
| Clark, Earl        | Jackson, John      | Reid, Wayne      |
| Collins, Irl       | Kennedy, Frank     | Rollins, Dana    |
| Dewhirst, Joseph   | Kerrison, Marcus   | Rosenberry, Earl |
| Dick, Harry        | Kettering, Raymond | Sage, Harold     |
| Dillon, Claire     | Lantz, Roy         | Saunders, George |
| Edmunds, Olin      | Lindblad, Nelson   | Vencill, Harold  |
| Erskine, Ralph     | Miner, Charles     | Wilson, Nat      |

Girls enrolled 47; Boys, 45; Total, 92.

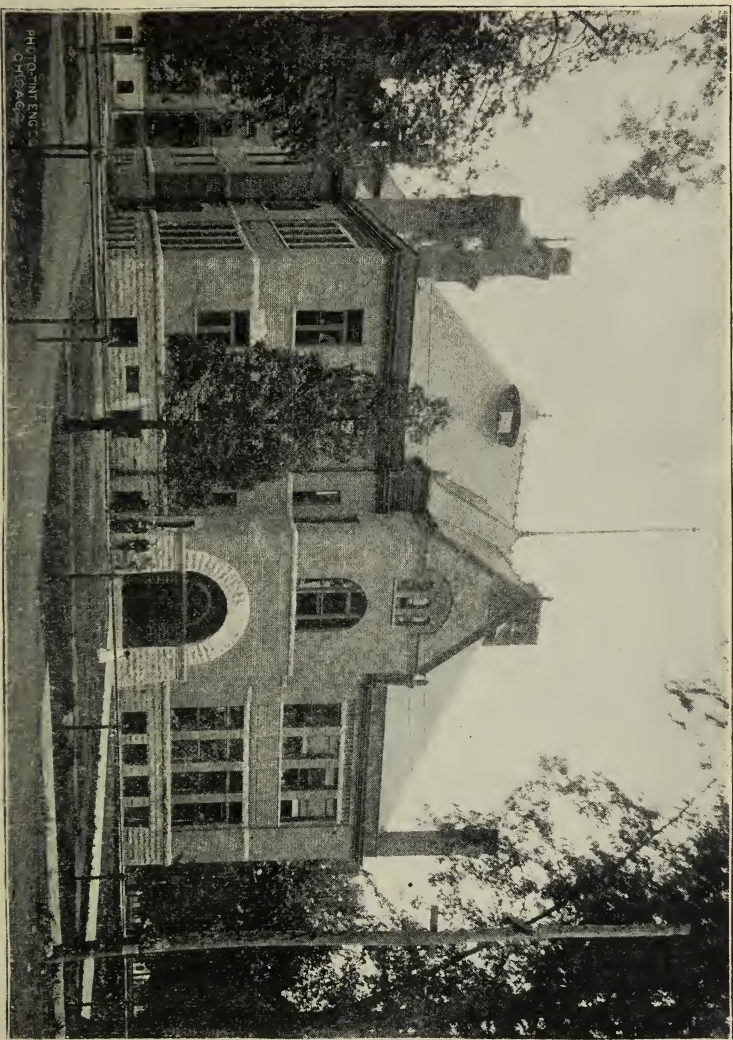


**General Summary.**

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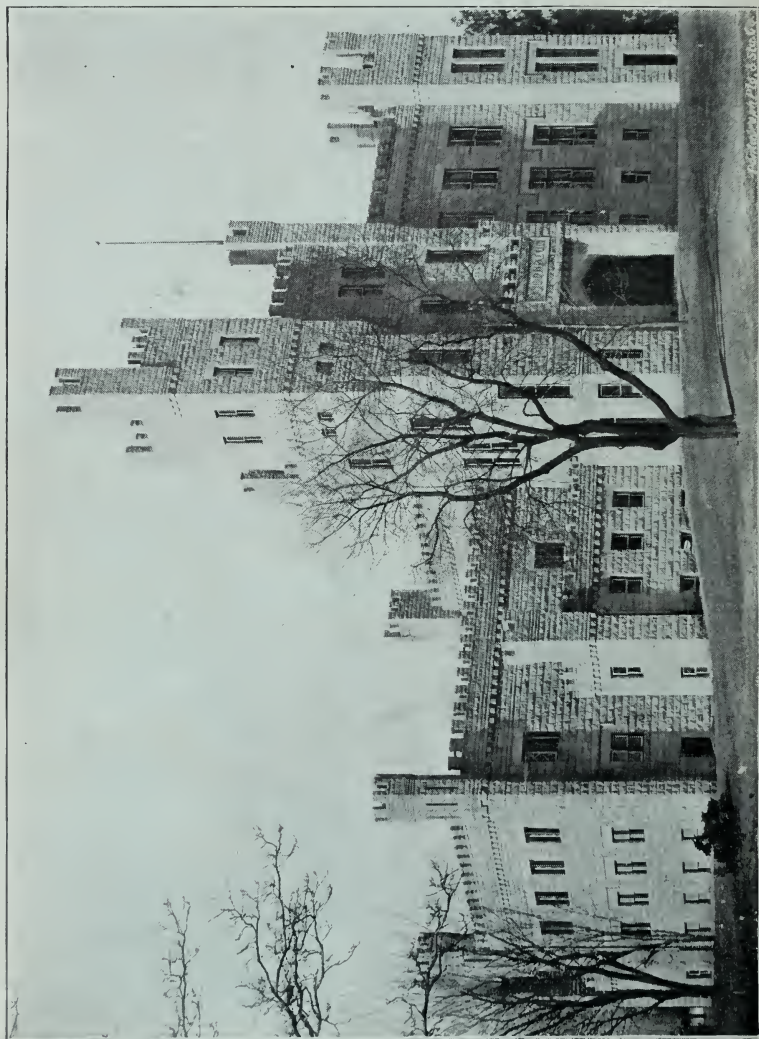
|                                     |   |                      |   |   |   |   |       |
|-------------------------------------|---|----------------------|---|---|---|---|-------|
| Normal Department,                  | . | .                    | . | . | . | . | 826   |
| Practice School                     | { | Preparatory,         | . | . | . | . | 44    |
|                                     |   | Grammar Grades,      | . | . | . | . | 76    |
|                                     |   | Intermediate Grades, | . | . | . | . | 133   |
|                                     |   | Primary Grades,      | . | . | . | . | 92    |
| Total in Practice School,           | . | .                    | . | . | . | . | 345   |
| Grand total in Normal University,   | . | .                    | . | . | . | . | 1,171 |
| Deduct names counted twice,         | . | .                    | . | . | . | . | 46    |
| Whole number of Different Students, | . | .                    | . | . | . | . | 1,125 |





PHOTOGRAPHED  
CHICAGO

THE PRACTICE SCHOOL.



THE GYMNASIUM BUILDING.







ANNUAL CATALOGUE  
AND COURSE OF STUDY  
OF  
THE ILLINOIS  
STATE NORMAL UNIVERSITY  
NORMAL, ILLINOIS

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FORTY-FIRST YEAR

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FOR THE ACADEMIC YEAR ENDING JUNE 23

1898

# BOARD OF EDUCATION

OF THE

## STATE OF ILLINOIS

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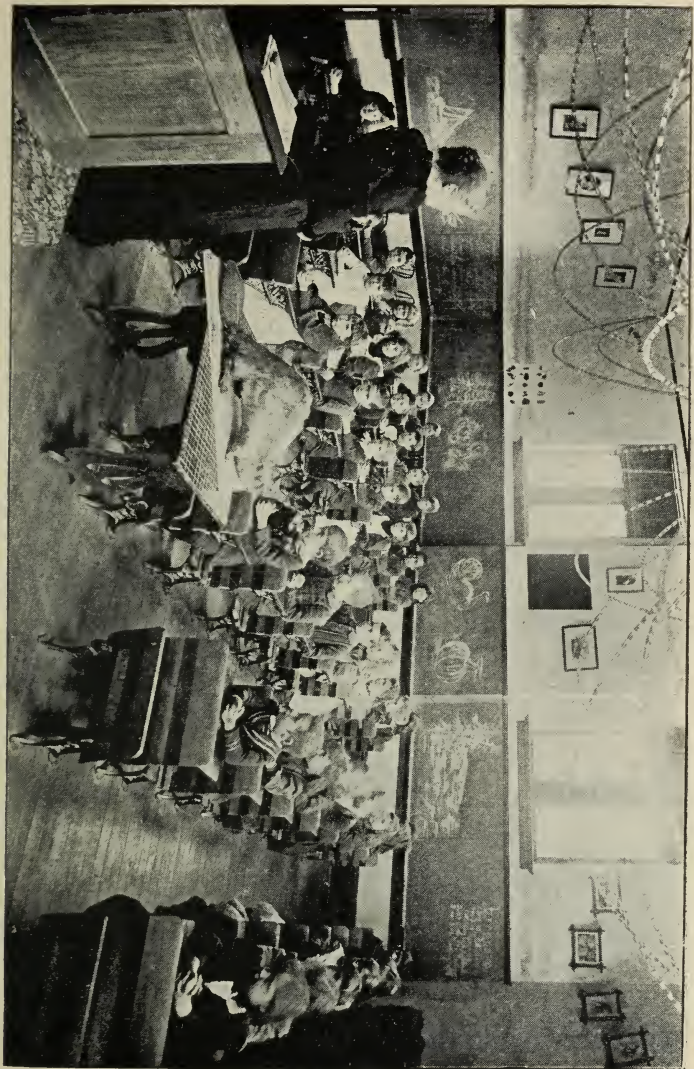
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Assistant in Ancient Languages.

ANDREW H. MELVILLE,  
Principal of Grammar School.

LIDA B. McMURRY,  
Assistant Training Teacher, Primary Grades.

MAUD VALENTINE,  
Assistant Training Teacher, Intermediate Grades.

ANNE A. STANLEY,  
Assistant Training Teacher, Grammar Grades.

HARMON B. WAITS,  
Principal Second Intermediate.

CHARLES H. ALLEN,  
Principal First Intermediate.

ANNA KING,  
Principal Second Primary.

JESSE M. DILLON,  
Principal of First Primary.

ELMER W. CAVINS,  
Teacher of Penmanship and Orthography.

ANGE V. MILNER,  
Librarian.

# Illinois State Normal University.

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## Early History.

THE Illinois State Normal University was established by act of the Legislature in 1857. The statute providing for its location directed the governing board to solicit bids from competing points. Four cities were especially interested in securing it. Bloomington, McLean county, having offered the most favorable inducements, was selected as the location of the school. In October, 1857, the school began its sessions in rented rooms in the city of Bloomington. In September, 1860, it was removed to what was then known as North Bloomington, where a commodious building had been erected for its accommodation. The suburb of North Bloomington subsequently became a separate town under the name of Normal. It has a population of about 4,000. It is a very desirable place of residence, having those qualities which are especially characteristic of school towns. The charter provides that intoxicating liquors shall never be sold within the limits of the town. There are no places of amusement nor resorts that are in any respect objectionable. Electric cars connect Normal with Bloomington.

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## Material Equipment.

THE Normal School is comfortably housed in three buildings. The older contains three stories and a basement. It is about 100 by 160 feet. It is built of brick and cost originally about \$120,000. The basement contains dressing rooms for gentlemen, a shop, a room used for clay work, a lunch room, and several store-rooms. On the first floor are dressing rooms for ladies, the offices, a spacious room for drawing classes, two assembly rooms and two class rooms. On the second floor are the main assembly room and eight class rooms. On the third floor are the halls of the two literary societies and a large auditorium.

The Practice School building is a substantial brick structure of two stories and a basement. The basement contains play rooms and dry closets. On the first floor there are five school rooms, each having a

seating capacity of forty pupils. There is, besides, a smaller room that is used for recitation purposes. On the second floor there is a room for the grammar grade, with a seating capacity of 150. In addition to this there are ten recitation rooms, each of which is sufficiently large to accommodate a class of twenty-five. The peculiar construction of this part of the building is to be accounted for by the fact that it became necessary to secure as many class rooms as possible in order to furnish opportunities to a large number of pupil teachers to engage in the practice work.

The two buildings are heated from a commodious boiler house which is equipped with three boilers.

The third building is 100 by 125 feet and contains the gymnasium, bath room, a bowling alley, library, and science rooms. The cut on the fourth page shows it as seen from the east.

The chemical laboratory is well adapted to the needs of the school. The physical laboratory is well equipped with apparatus. The museum contains a large collection of specimens. The science department is furnished with an excellent lantern, and is also supplied with a steam pump for the compression of gases.

There is a valuable reference library of 10,000 bound volumes and 2,000 pamphlets. These books have been carefully selected, and there are scarcely any useless volumes in the collection, while new and desirable additions are being constantly made.


Students are allowed the free use of the reading-room, and may draw out books without charge. The department is open seven hours and a half of every school day, and the librarian and an assistant are always in attendance. The privilege of access to the shelves has been established and the librarian gives instructions on the use of the library, in a set of informal talks. It is the aim of the teachers and the librarian to help the students to cultivate a familiarity with good literature and with the use of books, and to give them the best possible assistance in doing their reference work.

There are four excellent literary societies connected with the school.

The campus contains fifty-six acres and affords abundant room for tennis and other out-door exercise.



### The Organization of the School,

HE institution known as the Normal School contains two departments: First, the Normal Department; second, the Practice Department.

No person is admitted to the Normal Department who does not sign a declaration of his intentions to teach. Applicants must be 16 years of age if females, and 17 if males. No charge is made for tuition except to persons attending from other states, who do not expect to teach in Illinois.

The Practice Department is a necessary adjunct of the Normal Department. It consists of a school of twelve grades, six of which are below the grammar grade. The aggregate attendance of the Training School is usually about 300. Nine persons are employed in connection with this school. Four of these devote their time to directing the practice work of the Normal pupils; a fifth is principal of the Grammar Department. The others act as principals of the primary and intermediate rooms. No charge is made for pupils in the primary grades. The pupils in the intermediate department pay \$15 a year, and those in the grammar grades, \$25.

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### Methods of Admission to the Normal School.

All applicants for admission are required:

1. To be, if males, not less than 17, and if females, not less than 16 years of age;
2. To produce a certificate of good moral character, signed by some responsible person;
3. To sign a declaration of their intentions to devote themselves to school teaching in this State as follows:

"I hereby solemnly declare, that my purpose in attending the Normal University is to fit myself for teaching in the schools of Illinois, and that I will carry out this pledge in good faith; and I do further pledge myself to report to the President of the University, semi-annually, where I am and what I am doing, for three years after graduating at said institution."

Tuition is free.

The following evidences of scholarship will admit applicants to the school:

1. First-grade certificates.
2. High school or college diplomas.
3. Certificates of attendance at other State Normal schools or at the University of Illinois.

4. Appointments from County Superintendents.

5. A satisfactory examination by the faculty.

An appointment may be secured from the County Superintendent by successfully passing an examination about equivalent to that required for a second-grade certificate.

Each county in the State is entitled to appoint two pupils, and each representative district is entitled to appoint, in addition, as many pupils as there are members in the General Assembly from that district. Single counties constituting a senatorial district are, therefore, entitled to six pupils; senatorial districts comprising two counties, to eight pupils; those comprising three, to ten pupils; and so following. In districts composed of two or more counties, Superintendents desiring to appoint more than two candidates should confer with the other Superintendents in the district for an allotment of the appointments.

If applicants have none of the papers mentioned they are examined by the Faculty in Reading, Arithmetic, Geography, English Grammar, United States History, and Orthography. If found competent they will be admitted to all of the privileges of the institution.

There are three courses of study:

*a.* The regular English course of three years.

*b.* The classical course of four years.

*c.* The two-year course for graduates of accredited high schools.

Pupils are expected to take the regular work of the school. Exception is sometimes made, but each case is passed upon individually. College graduates will receive special privileges in the choice of studies, and will be graduated by special arrangements.

Any teacher in the State is welcome to come here at any time, to remain as long as he pleases, to visit any of the classes and laboratories, and to observe any of our work—al without enrollment or responsibility.

Any one desiring to complete the course in less than the usual time will be offered examination in any of the studies. A residence of at least one year is required for graduation. Pupils are not permitted to select studies at pleasure unless they possess unusual qualifications.

Those desiring to work exclusively in our Practice Department will be afforded abundant opportunity to do so if found prepared.

No person will be entitled to graduate who does not make the required standing in each study of the course—either by work in the class-room, or by examination, as described above. Any person is entitled to our diploma who shall have completed our required Course of Study, without regard to the time he may have spent here; pro-

vided, that his residence shall not be less than one year, and that his deportment and character shall be satisfactory to the faculty.

We transfer to our books no marks of standing from other institutions, but work done in other state normal schools and at the University of Illinois will be accepted in lieu of work required here.

New students are received at the beginning of every term. It is important that they should be present on the *first* day of the term, as the regular recitations invariably begin on the *second* day. Failure to be present on the first day does not debar one from the privilege of joining the school; but every day of delay in entering greatly increases the difficulties of the beginner's work.

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### Expenses.

The following estimate of necessary expenses is approximately correct:

#### NORMAL DEPARTMENT.

|                           |                |
|---------------------------|----------------|
| Tuition .....             | Free           |
| Board, 39 weeks.....      | \$100 to \$140 |
| Washing .....             | 15 to 25       |
| Books and stationery..... | 10 to 15       |
| Total.....                | \$135 to \$196 |

Good rooms and excellent boarding places are abundant. Arrangements can be made after arriving here better than by letter.

Students are advised to bring with them such books as they may have, but not to purchase others until they arrive at Normal. Students arriving on the I. C. and C. & A. railroads should come to Normal station; those arriving by other roads can reach Normal from Bloomington by street cars. In no case is the hiring of a carriage necessary.

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### General Statements.

Thorough discipline is enforced in every department.

A certificate is granted for the successful completion of one year's work, and another for that of two years.

New students will receive a hearty welcome to the Young Men's and Young Women's Christian Associations of Normal. These organizations are vigorous and active, and seek earnestly to promote the spiritual welfare of the students.

## Analysis of Course of Study.

### READING.—*First Term.*

I. *Phonics*.—1. A thorough mastery of the forty-four elementary sounds, with study of the movements of the vocal organs in producing them. 2. Practice in the use of the diacritical markings used in Webster's Dictionary.

The purpose in this work is to furnish the student a scientific basis for teaching the sounds, and to assist him in discovering and correcting faults of speech.

II. *Reading*.—1. Several masterpieces are read during the term. 2. Topics are assigned for reference work. 3. Besides the general study of the thought an analysis of the structure of the selection is sometimes made. 4. In connection with the study of the author other selections are read to the class by the teacher to extend their knowledge of his works, and to awaken higher ideals for oral work. 5. Application of the work in Phonics to the work in Reading.

The aim is to teach the student how to study a selection so as to draw from it real value and enjoyment, and to assist him in acquiring power and skill in the use of the voice in expressing his thought.

### READING.—*Second Term.*

One of the plays of Shakespeare forms the text of the term's work. The following plays are used: *Macbeth*, *Julius Caesar*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*. In this work special stress is laid upon the natural but expressive and forcible rendering of the thought. All of the time that can be spared from the thought analysis is devoted to practice and drill in oral reading. In the thought study some collateral reading is required on each play. At least one commentary is read, and, if the play is historical, the history to which the play relates is read.

A series of lessons on method in oral work, and the relation of physique and voice to expression, is given.

### ARITHMETIC.—*First Term.*

I. *Primary Arithmetic*, five weeks.—(a) Purpose—To outline a course in number for the first four years, and develop and illustrate the principles and methods of instruction. (b) Topics: 1. The logical order of number knowledge. 2. The use of counters, blocks, and other aids in teaching number facts to 12, in developing the decimal system, in teaching the fundamental operations in written arithmetic. 3. Oral language: Forms of description and analysis appropriate to the several stages. 4. Forms of written work. 5. Number stories and drill exercises. The proper use of a primary text-book. 6. Coördination of arithmetic with other branches in the primary school.

II. *Factoring, Fractions, etc.*, seven weeks. (a) Purpose.—1. To organize the student's knowledge of Arithmetic by deriving all number-relations and processes from the simple idea of addition, and the grouping of numbers in the decimal system. 2. To suggest methods and advices for teaching the several topics. (b) Method. Fundamental principle—every process in Arithmetic should be learned as a rational process; *i. e.*, an operation with numbers of things. From concrete examples there should be a conscious generalization of the process in the form of a rule; finally, long-continued drill until the process with the mere symbols becomes mechanical. Accordingly what can be done with integers is first learned with splints, grouped into bundles in accordance with the laws of the decimal system. Fractions are investigated by folding and cutting paper circles and paper squares. The oral description and written representation of the operations thus discovered are succeeding stages. (c) Topics. 1. Notation—Laws of the decimal system and the Arabic notation; comparison with systems of different radix. 2. Fundamental rules—contracted methods. 3. Factoring—principles of factoring; demonstration of tests of divisibility; greatest common factor, least common multiple. 4. Cancellation and straight-line analysis. 5. Fractions—the fractional unit; the functions of the denominator; illustration and demonstration of the six principles upon which the various operations depend. Ordinary text-book topics in fractions. In these the central thought is that operations with fractions are fundamentally the same as operations with integers, the only difference arising from the different way of representing the unit. 6. Decimal fractions—the peculiar notation; reading and writing pure and complex decimals; reduction of common fractions to decimals; repetends and their similar laws; effects of moving the decimal point; limits of accuracy in multiplication and division. Oughtred's Contracted Methods.

Special attention is given to oral analysis to secure an accurate knowledge of the language and facility in the use of the best forms of expression.

The mensuration of rectangles, triangles, circles, rectangular prisms, and cylinders is developed in connection with this work. Rules of mensuration are derived from an analysis of the forms measured. Thus, the ratio of the circumference of a circle to its diameter is approximately determined by measuring carefully several cylindrical bodies, and averaging the quotients obtained by dividing each circumference by its diameter. Cook's New Advanced Arithmetic.

#### *Second Term.*

##### Topics.

1. *Weights and Measures*, three weeks.—Purpose—1. To interest the students in the derivation and meaning of our standards, the history



of the calendar, and kindred topics. 2. To inform the student in regard to the conditions that obtain in problems in carpeting, papering, plastering, land and lumber measure, fencing, the measurement of bins, tanks, and cisterns, and other practical problems. Topics: 1. Tables of length, weights, value, etc. 2. The various problems in reduction of compound numbers. 3. Addition, subtraction, etc. 4. The interval between two dates. 5. Changing from one system to another. 6. The metric system. 7. Longitude and Time: Construction of comparison table, local and standard time, the international date line.

II. *Square and Cube Root*, four weeks.—Process is derived from the geometrical applications; *i. e.*, finding the side of square, or edge of cube, whose area, or volume is known. The relations of the sides of the right triangle. Surface and volume of pyramid, cone, sphere, shell, frustum. Laws of similar figures. Ratio and proportion are developed in connection with similar figures.

III. *Percentage*, five weeks. Method.—The same forms of analysis are used as in common fractions. The three fundamental cases are carefully studied, and their applications shown in Profit and Loss, Commission, Stocks, Insurance, Taxes, Interest, Discount and Exchange. In these applications, emphasis is laid on the nature of the business, to which percentage is applied. The number-work becomes subordinate.

#### ALGEBRA.—*First Year, Third Term.*

I. *Algebraic Notation—Fundamental Operations*.—Especially attention is given to the reading of algebraic expressions, the discussion of definitions, positive and negative numbers, and the derivations of the laws of the fundamental operations. Processes and principles are arrived at by deductions from definitions, rather than by generalization from particular instances.

II. *Factoring and Fractions*.—These subjects are treated with more thoroughness than in any of our elementary text-books. The method applicable to each class of problems in factoring is formulated in a rule, describing the case and the mode of discovering the factors.

III. *Simple and Fractional Equations—Problems*.—The significance of the several transformations of equations. How to state a problem.

#### *Second Year, First Term.*

Comparison of the various modes of elimination. Involution and Evolution. Development of the theory of exponents. Quadratic Equations. Especially attention is given to the language of Algebra. Reading of Algebraic expressions in unambiguous phrases; accuracy in describing and relating algebraic processes and in stating principles established. Rigorous demonstrations are combined with the inductive method. Wentworth's School Algebra.



GEOMETRY.—*Second Year, Second Term.*

The course extends over two terms of twelve weeks each, and includes the ordinary high-school course, in plane, solid and spherical Geometry. White's Geometry is the text. About one-third of the time is devoted to original exercises. Special attention is directed to the mechanism of deductive reasoning, the earlier demonstrations being developed in complete syllogisms. The several stages of a demonstration are seen and strict conformity to the type required. Review exercises include classifications of the established truths of the science and schemes for tracing proofs to the original definitions and axioms upon which they rest. Forms of geometrical notation are discussed and considerable practice is given in brief forms of written work. Two main ends are kept in view: to equip the student with the forms of deductive reasoning, and to make the study a drill in precise thinking and accurate, perspicuous expression.

BOOKKEEPING.—*Six weeks.*

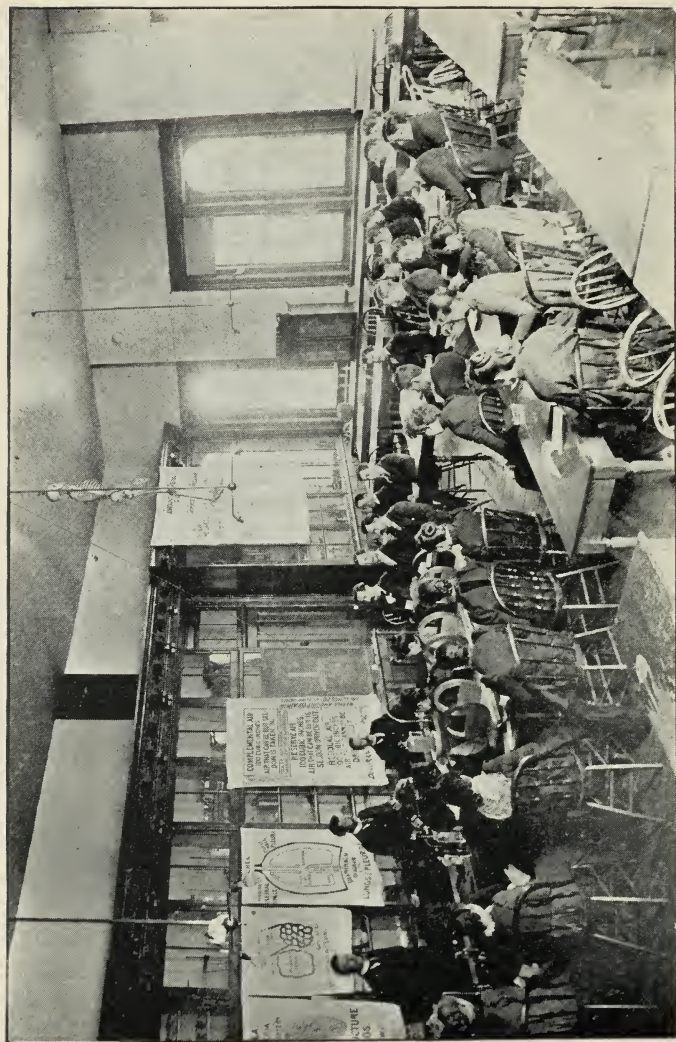
The course includes six typical sets in Single and Double entry, with a few leading topics in Business Arithmetic and Commercial Law.

SCHOOL LAW.—*Five weeks.*

The text used in Bateman's Decisions. The course is especially to instruct in the legal duties and powers of teachers as defined in statutes and judicial decisions. Other topics discussed are, History of Public Education in Illinois, The School Funds, The Various Units of School Administration, School Officers—Their Powers and Duties.

## GEOGRAPHY.

INTERMEDIATE GRADE. How to *teach* shape of the earth; motions of the earth with their consequences. Importance of their being able to read a map right; Geography is a study of things; forms on the map are symbols, and stand for things; the things themselves should be studied as far as possible; relation of the symbol to the thing. Value of pictures in teaching Geography; teacher should make collection of geographical pictures; where such pictures can be obtained. Use of the stereoscope in teaching Geography. To distinguish between land and water as represented on a map. Study of the hemispheres, noting differences and resemblances, and giving reasons for names. Study of the continents; number; comparative size; differences and resemblances; main purpose, to fix in the mind a picture of their forms and relative positions. Study of principal bodies of water; oceans, seas, gulfs, etc., noting their forms and positions relative to the continents and to each other. Plan for the study of a continent, fitted to home continent. Purpose of plan, to show sequence of topics in scientific



Science Class.

teaching of Geography; the sequence should show the relation of cause and effects; the following sequence suggested: Position, comparative size, shape, outline, surface, drainage, climate, vegetation, animals, man and his occupations, minerals, political divisions, cities, railroads, etc. Elementary Physical Geography should always come first in the study of the continent, country, state, etc., as it is the more concrete, and consequently the more interesting; the Political Geography should come later, as it is more abstract, and is largely determined by the Physical Geography. Study of the United States; follow plan for study of a continent. Study modeling; model different forms of land and water; advantages of sand modeling; abuses. Review work on home state. Study of other states and territories. Follow the natural features, such as watersheds, river basins, etc., as far as possible, forming mental pictures, and representing these pictures in maps with crayon or pencil, and in the sand. Free use of chalk and sand. Relation of Geography to Botany, Zoology, etc.

Intelligent study of History based largely on Geography. Geography and Literature. Study of chief cities, determining reason for their location, principal industries and prosperity. Study of the principal railroads, showing their importance, reason for their location, their influence on the country through which they pass; influence of the country upon railroads. Review government of home state; study government of the United States, briefly. Study productions, manufactures, commerce, minerals. Difference of chief corps, minerals, manufactures, etc., of different sections, with reasons for difference, as far as possible.

*Method in Geography.*—What Geography is. Is it a science? What is a science? What Geography is based on. The contents of Geography. The “cement” which holds the geography concepts, in the proper places. Why Geography should be taught: 1. For the mental discipline that may be obtained from it; its value in cultivating the perceptive powers, the memory, the representative and reflective powers. 2. Geography should be taught for the knowledge it contains. 3. As a basis for the study of other subjects. 4. For its value in connection with commerce. 5. For its refining influence.

Geography can be taught scientifically; the topics can be so arranged as to show the relation of cause and effect. The analytic and synthetic methods of teaching with the advantages and disadvantages of each. Geography is a study of the earth, of forms of land and water, etc., and not of symbols, simply. The proper use of maps, pictures, sand-modeling, etc., in teaching Geography. The making of correct mental pictures lies at the base of all true study of Geography. The pictures of remote regions must be made from Geographical con-

cepts acquired in the home neighborhood; hence the importance of home geography.

*Topics in preparing for Geography.* Since the making of correct mental pictures lies at the base of all true study of Geography, it follows that the ideas of Position, Direction, Distance, Surface, Form and Color should be among the first presented to the children, as they are essential in the making of pictures. Manner of presentation in each instance. Map representation, with the idea of scale; purposes of map representation; map of school-room floor; map of the school yard and vicinity. Study of the land and water forms in the home neighborhood. Slopes, Divides or Watersheds; Lines of Union of slopes or valleys. Study of the home stream; situation with reference to slopes; dependence of streams upon slopes; study of source, banks, bed, mouth, tributaries. Pond, lake. Oral descriptions of large streams and lakes visited by the teacher. Sand modeling, purpose, advantage. Climate: why summer is warmer than winter. The atmosphere; effect of heat and cold on the atmosphere. Evaporation, condensation, rain, hail, snow, frost, dew, fog. Circulation of the water: history from leaving the ocean until its return; show how it benefits man. Study of vegetation of home neighborhoods; why? Kinds, uses. Study of animals of home neighborhood; why? Kinds, habits, how beneficial to man. Minerals; kinds, uses, mines, miners. Races of men; white, black, yellow, brown; homes of different races, customs, manners, occupations, education, religion, government. Home town: shape, size, surface, drainage, climate, crops, animals, manufactures, railroads, notions of commerce, exports and imports; causal relations dwelt upon. Home county as above; county seat; notions of government, in the home, in the school, in the community, in the county. Home state as above; capital, shape, surface, principal rivers, direction of rivers determined by surface, principal crops, principal varieties of trees, uses; animals, benefits to man. Principal cities, with reason for the selection made; why the principal cities are so located; principal manufactures in those cities; commerce, showing chief exports and imports.

#### GRAMMAR GRADES.—*Astronomical Geography.*

Definition of terms. Shape of the earth: proofs of its rotundity; proofs of its oblateness.

Motions of the earth and their consequences; rotation on axis; day and night; axis; poles; equator; parallels; meridians; latitude; longitude; zenith; nadir; vertical line of observer; horizon; revolution around the sun; earth's orbit; plane of earth's orbit.

Declination of earth's axis; relation of declination of axis to position of the tropics; polar circles, and width of zones; relation to circle of



light, diurnal circle, change of seasons, and to difference in length of days. Tests. Study of South America. Position, size, shape, contour, relief, drainage, climate, effects of altitude upon climate; principal trees, plants, crops; principal animals (wild and domestic); inhabitants, with brief treatment of their origin, customs, homes, governments, etc. Sketch principal river systems. Study the different countries with their capitals and a few other leading cities. What render the cities important. What the continent produces for exportation. What it imports. Relation of production and commerce to climate.

Great Britain and Ireland. Close relation of the United States and Great Britain. Importance of the kingdom; small in area, but great in power and wealth. Outline; surface; principal rivers; climate; crops; manufactures; commerce. Principal cities noted for manufactures; for commerce; as educational centers; centers of historical interests; connected with famous literary works. Reasons for more manufactures in some localities than others. Tracing cause and effect as far as possible. Sketch maps of important localities.

Continental Europe. Position; ragged outline; importance of study of outline, or contour; benefits arising from irregular coastline; surface; influence of surface upon climate, crops and manufactures; drainage; influence of surface upon drainage; principal river systems sketched; climate; crops; dependence of crops upon climate. Study of different countries; comparative importance of each; in what respect important; productions, such as minerals, crops, domestic animals, and manufactures. Principal cities; for what noted, manufactures, commerce, schools, and historical events. Governments, customs, homes, etc.

Asia. Outline; relief; back-bone of Asia-Europe; drainage (principal rivers only); climate, effect of great plateaus and high mountain barriers upon climate and vegetation, and consequently upon civilization; great forests; great deserts; great plains. Study different countries briefly, their principal productions; commercial importance; leading cities, principal exports, imports. The people; their government; religion; homes; customs; food; education; etc. Make sketch-maps.

Africa and Oceanica. Studied after the same general plan as Asia, but more briefly, excepting Australia, which, because of its importance, is studied somewhat carefully.

Much map-sketching and sand-modeling throughout the entire course, and constant effort to get pupils to think of forms of real land and water, instead of being satisfied with thinking of symbols, simply.

## PHYSICAL GEOGRAPHY.

What Geography should mean: Comparative Physical Geography: physical life of the globe, nature of this life; how it differs from organic life.

Anatomy of the globe; importance of forms of contour and relief, and of relative position; importance shown by giving illustrations indicating their influence upon climate, vegetation, animal life, and industries, and upon civilization, in general. Analogies of the general forms of the continents; Guyot's seven laws of relief; value of the laws. Distribution of the plains, plateaus, and mountains in the different continents. Volcanoes; their cause; position; linear arrangement. Theory of earthquakes; history and description of a few of the principal ones. Contour and depths of the oceans.

Physiology of the continental forms: Law of the development of life; this law in accord with Laplace's theory of the development of the earth; also with the evolution of human society. Three epochs of development; the insular, the maritime, and the continental. The formula of development the same for each continent, the entire globe, and for vegetable and animal life. A few lessons on elementary geology; formation of coal; glacial epochs, etc.

Three grand contrasts: Contrast of continental and sea climates. Reasons for difference; results of difference as revealed in the animal and vegetable kingdoms. The atmosphere; composition; weight; the mediator between the continents and the oceans; the bond of society; general theory of the winds; the trade winds; monsoons; hurricanes; cyclones, etc. Transportation of the waters from the oceans to the interior of the continents, and their return to the oceans; the winds, the water carriers; influence of mountains on distribution of rains; on position of deserts; fertile plains, etc. The tides; cause; benefits. Ocean currents; cause; effect on climate; etc.

Contrast of the Old World and the New; description of each; one the complement of the other; good results of a union of the two.

Contrast of the three continents of the North and the three of the South. Consequences of the proximity of the northern continents, as seen in the vegetation and animals; consequences of the isolation of the southern continents.

Increase of life from the poles to the equator; man an exception; law of the distribution of the human race; geographical center of mankind; advantage of the temperate climate for the improvement of man. The continents on the north the theater of history; conflict between the regions north and south of the line of highest elevation in Asia-Europe; result of the conflict as shown by history.



Contrast of the East and West; different forms of civilization largely due to geographical environment. The geographical march of history; close relation between this march and the geographical features of the globe. Numerous illustrations.

### UNITED STATES HISTORY.

*Professional.*—Attention called to the material to be used, and to the manner of presenting it to the pupils of the lower grades.

*Primary Grades.*—Material. 1. Fairy Tales.

2. Bible stories.—(a) Characters of whose childhood and youth most is known; Joseph; Moses; Samuel; David; Jesus; etc. (b) Abraham; Jacob; Daniel; Paul, etc.

3. Stories of adventures.—1. Those that occurred near home; (a) experience of hunters; fishermen, travelers. (b) Dangers from floods; deep snows; high winds; prairie fires, etc. 2. Those that occurred remote from home. On the railroads; in stages; on steam boats, etc.

4. Stories about Indians.—Their dress; homes; canoes; hunting expeditions; war expeditions; cruelty to prisoners; sports of the children, etc.

5. Explanation of national holidays.—Fourth of July; Memorial Day; Thanksgiving Day; Washington's birthday.

6. Biographies.—Washington; Columbus; Lincoln; Grant; Sherman; Sheridan; etc.

*Method of Presentation.*—1. At first, the teacher must tell the stories. The children must not be expected to repeat them. 2. Later on, the teacher may read some of the stories, although it is better to tell them, and the children should be expected to reproduce them in their own language; orally at first, later in writing. The stories can be made the texts for the work in language.

*Purpose of the Work.*—1. To awaken a historical spirit. 2. To cultivate the imagination. 3. To aid in character building.

*Intermediate Grades.*—Material. Biographies.

Discoveries.—Columbus; the Cabots; Americus Vespucci; Cartier; Hudson.

Explorers.—De Soto; Champlain; La Salle. John Smith; Lewis and Clarke; John C. Fremont.

Colonizers.—Raleigh; Roger Williams; Lord Baltimore; William Penn; Oglethorpe.

Pioneers and Indian Fighters.—Miles Standish; Daniel Boone; "Kit" Carson.

Statesmen.—Benjamin Franklin; Thomas Jefferson; Alexander Hamilton; Daniel Webster; Henry Clay; Abraham Lincoln.

Generals.—Washington; Greene; Scott; Grant; Sherman; Sheridan.

Naval Officers.—Isaac Hull; Decatur; Perry; Farragut.

Inventors.—Whitney; Fulton; Morse; McCormick; Howe, etc.

History of Typical Colonies.—Plymouth; New York; Rhode Island; Maryland; Pennsylvania; Georgia.

Social condition of the people at different periods.—Troubles with the Indians; manner of living; homes; clothing; customs; social usages.

*Wars.*—King Philip's War. French and Indian War: Ticonderoga; Quebec. Revolutionary War; Bunker Hill; Valley Forge; Yorktown. War of 1812: Lundy's Lane; New Orleans. Mexican War: Buena Vista; Cerro Gordo. The Civil War: Fort Sumter; Merrimac and Monitor; Malvern Hill; Gettysburg; Vicksburg; The Wilderness; Surrender of Lee.

*Method*—A text-book may be used, but better results will be obtained without, if the teacher be prepared. The narrative form should be preserved throughout. There should be a vivid picturing of men and events. Pictures and brief historical poems will add much to the interest and value of the work.

*Grammar Grades.*—Material. 1. A good text-book on the subject. 2. One or two histories of the United States, more extended than the text, for reference. 3. A few historical novels noted for the vividness and truthfulness of their descriptions. 4. Collection of poems founded on incidents of American history.

*Method.*—Frequent reference should be made to the work in the preceding grades. The narrative form should still be used. Attention should be given to the causes which led to important results. The virtues of the people should be pointed out. Their resistance to oppression, their sacrifices for the right, and their moderation in victory, should be commended. Throughout the entire work, the patriotism of the fathers should be held up for the emulation of their sons, and the truth should be emphasized that there can be no true freedom where there is not a cheerful obedience to law.

*Academic.*—Condition of Europe at time of discovery of America. 1. Granada conquered by Ferdinand and Isabella. 2. The "War of the Roses," in England, closed shortly before by the Battle of Bosworth. 3. Eve of the Reformation. 4. Sad condition of the common people.

Claims of the Northmen considered.

Columbus.—Youth; manhood; seeking for aid; aid obtained; the first voyage; land discovered; return to Spain; reception at Barcelona; effect of discovery on Europe; other voyages; results; old age; misfortunes; injustice; death.

Other Spanish discoverers and explorers.

English discoverers and explorers—The Cabots; Drake; John Smith, etc.

French discoverers and explorers—Verrazani; Cartier; Champlain; LaSalle; Marquette; the Jesuit Fathers.

Dutch discoverers.

Colonization—Spain in the south; England in the center; France in the north, south, and west.

Growth of the colonies—English colonies surpass the others in wealth and numbers.

Troubles—Between English and Spanish colonies. Between English and French colonies. Nearly all of these troubles grew out of the troubles in Europe.

French and Indian War—Cause; principal events; results; training school for Revolutionary War.

Internal troubles of English colonies—Indians; religious troubles; local jealousies.

Life in the colonies—Religion; education; homes; dress; customs; industries; mode of travel; social usages; growth in wealth and population.

Revolutionary War—Remote causes; immediate causes; principal events; principal actors; self-control of the people; respect for law.

“The Building of the Nation”—Articles of Confederation; their insufficiency; danger of disintegration; making the Constitution; the Constitution contrasted with the Articles of Confederation.

Growth of the Nation—The president; financial policy fixed; internal troubles; foreign policy fixed; troubles with France; troubles with Barbary States; troubles with England.

War of 1812—Causes; principal events; results.

Admission of States.

Inventions.

Railroads.

Development of material resources.

Slavery.—Introduction; legislation affecting slavery.

Mexican War.—Cause; principal events; results; acquisition of territory; discovery of gold in California; result of the discovery.

The Civil War.—Cause; principal events; results; abolition of slavery; the “New South.”

History of the Nation Since the Civil War.—Admission of States; political parties; political policies; labor movements; progress in the arts and sciences; achievements in literature; study of political and domestic economy; general prosperity.

## CIVIL GOVERNMENT.

Man, a social being; society the natural state in which to live, hence the necessity of government; right of society to govern its individual members; the object. Government in the family; in the school; its purpose, nature and necessity.

Town Government.—Review system of United States land survey. Distinction between a town and a township; the civil town; character of its government; departments; officers constituting each department; manner of election; the Australian ballot system; term of office; duties; pay; town meeting; time; business; antiquity of township government; origin and history of the New England township. Pure democracy.

County Government.—Departments; officers constituting each; manner of election; time; duties; the county board; meetings; powers; relation of the county to the state; origin of the county; history of the New England and Virginia county. Representative democracy.

State Government.—Historical sketch of Illinois; the Northwest Territory; ordinance of 1787; influence on the history of the State; Illinois as a Territory; admission as a State; legal boundaries; three constitutions; government provided for by the constitution of 1870; relation of constitution to constitution of the United States. Legislative department; legal title; senatorial districts; advantages of two houses; qualifications; pay; officers of each house; powers and privileges of members; duties and obligations; minority representative plan; advantages claimed. Executive department; consists of what officers; qualifications of each; time and manner of election; duties; term of office; pay; responsibility. Judicial department; consists of what courts; jurisdiction of each; original and appellate jurisdiction; judicial districts and circuits; judges of each; juries: grand and petit; duties. State boards; duties; state institutions, name, location, purpose, support and government. How taxes are levied for state, county, town and district purposes; equalization of taxes. Duties of the citizen to the State; duties of the State to the citizen.

Government of the United States. Thorough review of the United States History as a basis for the work. Government of the colonies; relation of the colonies to each other and to England; the Revolutionary War; Declaration of Independence; Articles of Confederation; need of a stronger bond; steps leading to formation of constitution; advantages over The Articles; opposition; ratification; origin of American political parties. Legislative department; compare with British Parliament; how each house is constituted; qualifications election, term, pay, privileges, and obligations of members; when Congress convenes; life of one Congress; number of sessions; manner of trans-

acting business; committees, journals, etc.; power of Congress in regard to taxes; how the government is supported; purposes of tariff; history of the tariff legislation; commerce; naturalization; bankruptcy; money; financial doctrines; banking systems; postal matters; patents; copyright; piracy; war; armies; militia; territories; immigration; the writ of *habeas corpus*; bills of attainder; *ex post facto* laws; a study of English history bearing on these facts; titles of nobility; prohibitions on the states; rights of the states; implied powers of Congress. Executive departments; power vested in whom; ability to execute the laws; qualification of the President; manner of nominating and electing the President; his term of office; pay; the Cabinet; responsibility; comparison with English and French cabinets; functions of the different departments; principal bureaus in each; civil-service reform. Judicial department; consists of what courts; appointment of judges; tenure of office; comparison with State judiciary; advantages and disadvantages of each system; necessity of Federal courts; danger of clashing with State courts. Amendments; purpose; further safeguards around the rights of individuals; religious liberty; freedom of speech and of the press; right of petition; to bear arms; to be secure in person and papers; trial by jury; abolition of slavery; civil rights; impartiality in the elective franchise.

### ANCIENT HISTORY.

What history is; what it treats of; sources; "monuments, relics and records;" aids to history—ethnology, archeology; philology. Divisions of history; history a continuous whole. Races of mankind; the historical race; its divisions. Geographical sketch of the ancient oriental nations; historical darkness in Northern Asia; twilight in Central Asia; sunlight in Western Asia.

Hindoostan. Aryans; early home; migration; plains of the Indus and Ganges; conquest of non-Aryans; caste; purpose; effect; religion; sacred books; arts; sciences.

China. The Turanians; early home; migration; conquests; Confucius; education; civil service; non-intercourse; effect on civilization; present condition; the Chinese in the United States.

Egypt. Geography; influence of the Nile; reason for rise of the Nile; brief histories of the dynasties; the pyramid builders; Shepherd kings; the Hebrews in Egypt; Seti; Rameses II; Necho; conquest by the Persians; Greeks; the Ptolomies; Cleopatra; conquest by Rome; religion; tombs; Sphinxes; arts; sciences. Supplementary reading: Wilkinson's "Ancient Egyptians;" Eber's "Uarda," and Shakespeare's "Anthony and Cleopatra."

Chaldaea. Description of Tigro-Euphrates basin; the Hamites; Semites; civilization; education; books and libraries; religion; arts;



science. Supplementary reading: Bible history and the "Builders of Babel."

Assyria. Chaldean Colony; growth; power; Sargon; Sennacherib; intercourse with the Hebrews; civilization; arts; sciences; Nineveh; Bible history; Byron's "Destruction of Sennacherib."

Babylonia. Overthrow of Assyrian power; Nebuchadnezzar; Destruction of Tyre; Captivity of the Jews; Splendor, strength and downfall of Babylon; Cyrus the Great; modern researches. Supplementary reading: Bible history; Rawlinson's "Six Great Monarchies of the Ancient Eastern World."

The Hebrews. Semites; importance in history; our indebtedness to them; their origin; Abraham; Jacob; Joseph; Moses; the Exodus; Judges; kings; captivity; destruction of Jerusalem by the Romans; present condition.

Phoenicia. Geography; government; Tyre and Sidon; colonizers; commerce; alphabet; diffusers of civilization.

Persia. Geography; Medes and Persians; Aryans; Astyages; Cyrus; Cambyses; Darius I; Revolt of the Asiatic Ionians; Marathon; Xerxes, etc.; Alexander the Great; government; religion; art; sciences.

Greece. Geography, in full; influence of its geography on its history. People; legendary age, a shadowy period; the Heroes. Argonautic expedition; twelve labors of Hercules; Golden fleece; Trojan War; modern explorations of Schliemann. Religion: the twelve great deities; minor deities; character of gods; improvement on eastern gods; Elysian fields; oracles; sacred games; influence of games on civilization; Amphictyonic council; sacred wars. Government; kings; Oligarchies; Archons; Tyrants. Sparta: Classes, Lycurgus; government; lands; money; occupations; institutions; education; Messenian wars; Tyrtæus. Athens: Codrus; Draco; Solon; Public Assembly; Expulsion of Tyrants; Clisthenes; ostracism. Wars with Persia; Marathon. (Read account of battle in Creasy's *Fifteen Decisive Battles*). Aristides; Themistocles; Thermopylae; value of Thermopylae to us; Athens destroyed; Salamis (Read Byron's poem: *The Isles of Greece*); Plataea; treachery of Pausanius; memorials; trophies. Rebuilding the walls of Athens; jealousy of Sparta; Confederacy of Delos; effect on Athens; "Age of Pericles;" strength and weakness of Athens. Peloponnesian War; cause; character; principal events; pestilence in Athens; Peace of Nicias; Alcibiades; Sicily; defeat; close of the war; effect on Athens. Spartan supremacy; abuse of power; Theban supremacy; Epaminondas; Leuctra; Mantinea. The Ten Thousand; Cyrus; Clearchus; Cunaxa; Xenophon; the retreat. Macedonian supremacy; Character of Macedonians; Philip; effort of Demosthenes;



Chaeronea; Alexander; Wars in the North; Issus; Thebes; Invasion of Asia; Granicus; Tyre; Egypt; Alexandria; Arbela; Babylon, etc.; Bactria; India; down the Indus; desert of Gedrosia; Babylon; death; burial; influence of conquests; division of empire; history of each division. Arts and sciences. Architecture; sculpture; painting; poetry; great poets; great epic; compare with English and Italian epics; lyrics; compare with English lyrics; drama and great dramatists; compare with English drama; history and historians; orators and oratory; compare with Webster, Pitt, etc. Philosophy and philosophers; comparison of deductive and inductive reasoning; the Stoics; Epicureans; influence of Greek philosophy on modern thought. Mathematics; astronomy; geography; social life; education; position of women; theatrical entertainments; banquets; Symposia; slavery; homes; domestic economy. The Greeks, the schoolmasters of the world.

Rome.—Geography of Italy; people; beginnings of Rome; legends; the kings; expulsion of the kings; efforts to regain power (Read Macaulay's "Horatius"). Religion; comparison with the religion of the Greeks; Lares and Penates. Social classes; names of Romans. The Republic; officers; senate; first cession of the Plebs; cause; results; Coriolanus (Read Shakespeare's "Coriolanus"); Cincinnatus; "The Cincinnatus of the West;" the Decemvirs; their work; misconduct (Read Macaulay's "Virginia"); overthrow; Military Tribunes; Censors; destruction of Rome by the Gauls; Rome rebuilt; death of Manlius; laws of Licinius Stolo; effect on Rome; Samnite wars; revolt of the Latin cities; war with Pyrrhus; cause; events; results; First Punic War; Rome and Carthage compared; cause of war; Sicily; Rome builds fleets; Regulus; close of war. Second Punic War; Hannibal; Spain; Saguntum; the Alps; Ticinus; Trebia; Trasimenus; Fabius the delayer; the American Fabius; Cannae; Capua; Metaurus (Read account of battle in Creasey's "Fifteen Decisive Battles"); Zama; close of the war; results. Third Punic War; cause; Masinissa; perfidy of Rome; defense of Carthage; destruction. War with Macedonia; conquest of Greece; destruction of Corinth; compare with destruction of Carthage and Numanti. The Servile War; cause; result; public lands; the Gracchi; fate. Jugurthine war; bribery; Marius; Sulla. The Cimbri and Teutones; destruction of the barbarians. The Social War; cause; results. The Civil War; Mithridates; conflict between Marius and Sulla; flight of Marius; return; ferocity; death; return of Sulla; proscriptions; death. Pompey the Great in Spain; the Gladiators; defeat; destruction; Ferres in Sicily; conquest of Pirates by Pompey; Mithridates; description of Roman triumph; Catiline; Cicero. The First Triumvirate; Duumvirate; rivalry; Cæsar in Gaul; Great Britain; the Rubicon; flight of Pompey; Pharsalus; death of

Pompey; Cæsar in Egypt; Pontus; Thapsus; death of Cæsar; funeral oration; fate of the conspirators; Cæsar as a statesman; (Read Shakespeare's "Julius Cæsar"). The Second Triumvirate; Antony and Cleopatra; Antony and Octavius; Actium; founding of the Empire; Augustus. Rome, the law giver of the world.

### MEDIÆVAL HISTORY.

Rome under Augustus; boundaries of the empire; nature of the government; public buildings; education; literature; social conditions; the birth of Christ. Tiberius; the crucifixion of Christ. Nero; Vespasian; the taking of Jerusalem; Titus; the destruction of Herculaneum and Pompeii; Trajan; the Antonines; Diocletian; persecution of the Christians; Constantine the Great; Christianity favored; Constantinople; Julian the Apostate.

The Goths; Theodosius; Alaric; Attila and the Huns; Genseric and the Vandals; fall of the western Roman Empire; influence of the fall upon the history of the world. Clovis and the Franks; other Teutonic tribes; conversion; monasticism; fusion of the Latin and Teutonic peoples; the three elements of civilization.

Mohammed and the Saracens; conquests, east, west, and north; contract with the eastern Roman Empire; conquests of Spain; invasion of France; battle of Tours; result. The Crusades; cause; history; results; influence on civilization. Charlemagne; dominion; purpose; achievements. The Northmen and their aggressions. Rise of the Papal power; mission of Rome; the great schism; the iconoclasts; feudalism; chivalry.

The Celts in Britain; the Romans; the Saxons; rivalry between the Celtic and the Roman church; the Heptarchy; the Danes; Alfred the Great; Dunstan; Edward the Confessor; the Norman conquests; influence of the conquest upon the history of England; conflict of kings and the church; Thomas a Becket; conquest of Ireland; Magna Charta; first parliament; wars with the French; wars with Scotland; War of the Roses; the Tudors; Henry VIII and the Reformation; Mary I; Elizabeth; literature of the period; the Spanish Armada. The Stuarts; James I, and the colonization of America; trouble with the Puritans; war between Charles I and parliaments; Cromwell; the restoration; the revolution of 1689; cause; result; effect upon American colonies.

France; Germany; Spain; Italy; Luther and the Reformation in Germany; Loyola and the Jesuits. Rise and growth of the Ottoman Empire; invasion of the eastern Roman Empire; downfall of Constantinople; influence of fall upon Europe. Growth of cities; conflict between cities and nobility. Printing. Discovery of America.

DRAWING.—*Two Years, Two Lessons Per Week.*

1. *Aim*—1. To teach Drawing as a language. 2. To lead pupils to seek culture from the beautiful in nature and art. 3. To promote mental development.

2. *General Points*.—1. Drawing a language. 2. Drawing based upon form study. 3. Three divisions of drawing as to use: Drawing showing construction. Drawing showing appearance. Drawing of the enrichment or decoration. 4. An object may be pictured by representing its outline, its light and shade, or its color.

3. *Form Study*.—In clay. (a) Natural objects: Fruits, leaves, vegetables. (b) Geometric Forms; Sphere, cube, cylinder.

4. *Drawing*.—Suggestions for movement and position. Geometric views. Construction Drawing.

*Color*—1. Source of color. 2. Use of color. 3. Effect of color. 4. Theory of color. 5. Color harmony. 6. Drawing in color: 1. From nature. 2. From common objects.

DRAWING.—*Second Year.*

History. Architecture. Ornament.

*Ancient Period*.—Egyptian school. Greek school. Roman school.

*Medieval Period*.—Byzantine school. Saracenic school. Gothic school.

*Modern*.—Renaissance.

Pupils make drawings of the characteristic elements of construction and ornamentation.

Light and shade (with pencil). From cast. From nature. From common objects. From models.

Illustrative drawing. From nature; cast; copy. This work is an effort to acquire skill in rapid illustrative work, and the material is gathered from any source.

## PENMANSHIP.

Outline of work.

*Aim*.—1. To fix clearly in the minds of the pupils the following fundamental *ideas*: 1. To write well requires a correct conception of what is to be written. 2. Ability to execute that conception with pen, pencil, or crayon. 3. This ability must be gained through careful practice, for it is an acquired habit, and habit comes from repetition. 4. The practice must be careful, else, instead of eliminating, the pupil will only be confirming a faulty habit. 5. It requires but little time to acquire a correct mental picture of a letter compared with the time required to train the muscles to make it rapidly and

easily. Hence, by far, the greater share of the time should be devoted to training the muscles. 6. Movement is the mainspring of any good writing system, and the *muscular movement* is by all authorities conceded to be the best. 7. To improve writing, we must improve our habits of making the individual letters. To do this, the best way is to repeat the same letter in an exercise with constant effort at improvement.

II. To make the transition—for with most pupils it is a transition—to muscular movement, and give as much drill as the time will permit in movement exercises for the purpose of securing control of this movement.

### PHYSICAL TRAINING.

Purpose:

1. To furnish relief from mental effort. 2. To develop a robust physique. 3. To correct unequal development and faulty carriage of body. 4. In some measure to secure gracefulness. 5. To prepare the student to assist his own pupils physically as well as mentally.

The work:

1. Free Gymnastics throughout the year. 2. Apparatus work during the Winter Term and part of the Fall and Spring Terms, work with pulleys, on bars, horse, ladders, ropes and poles. 3. Games for children and Delsarte work part of Spring and Fall Terms.

Although the work is done in classes an effort is made to adapt it to the individual needs. The classes meet twice per week.

For the apparatus work a special suit is necessary, costing from \$3.00 to \$6.00. Flannel (navy blue or black) is the best material for this purpose. It is better to have it made after arrival.

### VOCAL MUSIC.

1. Methods of instruction in elements of vocal music.
2. Practice in reading in five keys.
3. Philosophy of transposition.
4. Choral practice.

### GRAMMAR.

Relation of thought to language. Nature of a thought and a sentence. Simple, complex and compound thoughts and the corresponding forms of sentences. Classification of sentences on the basis of relation of speaker to listener. Simple, complex and compound ideas necessitating words and phrases. The clause, and the thought form that gives rise to it. Principal and subordinate ideas in the thought and the modified and modifying elements in the sentence. Objects,

attributes and relations, ideas of them, and the language forms expressing these ideas. Nature of each part of speech. Analysis of some short classical selection. Constant drill in application. Method of induction followed, the laws being the outcome of the direct examination of numbers of all varieties of thought and language forms discussed. The last three weeks of the term are devoted to a discussion of the necessary incidental work and of how to select, arrange and present the language work proper to the primary grades.

Third Term. Etymology. Each part of speech discussed fully. Double nature and function of words. Modification within the word. English idioms, their growth from natural expressions and their elements. A thorough study of a standard selection from the standpoint of grammar. A term essay on some grammatical subject.

The last three weeks are given to a discussion of method in language work in the intermediate and grammar grades.

### OUTLINE OF WORK IN RHETORIC.

1. Principles controlling the Choice of Words.
2. The Nature and Structure of the Sentence.
3. The Nature and Structure of the Paragraph.
4. The Whole Composition: The choice of subject, Plan, Development.
5. Processes of Composition: Description, Narration, Exposition, Argumentation.

An effort is made to awaken the critical instinct in the hope of securing three ends: A purer diction of speech; a greater enjoyment of good English in books; and an appreciation of the fundamental qualities of good composition,—unity, directness, clearness, and simplicity. Constant practice is given in working out special problems of composition.

### LITERATURE.

The work in Literature runs through three terms, one of which is given up wholly to the drama. Twenty-seven weeks are left, therefore, for the study of the whole body of English literature. Very little of this time can be spared for the study of mere literary history. A text-book, either Stopford Brooke's *Primer of English Literature*, or Shaw's *New History of English and American Literature*, revised edition, is put into the hands of pupils to be used for reference, and the library is freely drawn upon for the same purpose.

We prefer to the historical hand-book the careful study of a few authors in their best works. The works thus studied are chosen for typical excellence; that is, as well representing the author himself, his period, and a type of literature. Through the study of these works we



seek acquaintance with individual authors, with literary forms, and with the relation of literature to life. Some change is made from year to year in the authors and works chosen, but every year we make a study of the drama, the epic, the narrative poem, or the minor epic, various minor poetic forms, the essay, the novel, and the argumentative speech.

During the year 1897-8 the works studied have been Chaucer: *The Prologue*, and *The Knight's Tale*; Spenser: *The Fairy Queen*, Book I, cantos 1 and 2; Shakespeare: *Macbeth*, *Hamlet*, *King Lear*, *Richard II.*, and *As You Like It*; Marlowe: *Edward II.*; Milton: *Paradise Lost*, I-II.; Carlyle: *Sartor Resartus*; Thackeray: *Henry Esmond*; George Eliot: *Silas Marner*; Matthew Arnold: *Sohrab and Rustum*; Tennyson: *The Idylls of the King*; Scott: *Kenilworth*; Wordsworth: *Selected Poems*. Of these works those by Chaucer, Spenser, Milton, Wordsworth, and George Eliot, together with three of the plays from Shakespeare, and Arnold's *Sohrab and Rustum*, have received detailed study in the class-room. The rest have all been read by all the members of the class; four critical essays have been prepared upon them by each member of the class, and have been presented before the class, where they have formed the basis of discussions, lasting several days.

### SHAKESPEARE AND MARLOWE.

1. Plays read: *Macbeth*, *King Lear*, *Hamlet*, *As You Like It*, *Richard II.*, and Marlowe's *Edward II.*

2. Object sought: An intelligent reading of dramatic literature.

3. Points emphasized: 1. The Drama is Literature, not Philosophy, not Ethics, not History; yet, the Drama is philosophical, ethical, historical. 2. Whatever philosophical, ethical, or historical lessons the drama has to teach, these lessons are best reached through a sympathetic study of the Drama as Literary Form. Therefore, in the first dramas read, we follow closely the Dramatic Construction, observing the Induction of the action, the Development, the Climax, the Evolution, and the Catastrophe.

4. Along with Dramatic Construction, and belonging to it, we study Characterization; Dramatic Motives; Dramatic Dialogue; Soliloquy; Sequence of Scenes of Actions; Dramatic Illusion; Dramatic Time; Tragic Retribution; Differences between Tragedy and Comedy. After the class has become somewhat accustomed to following the dramatic development of an action, less close attention is paid to this in class, and we proceed at once to the characterization and motiving, and the consideration of the play as a revelation of life.

5. *Macbeth*, *As You Like It*, and *Hamlet* were read in the class-room and discussed at length. The others were read in private by all the members of the class; essays were then prepared by all; two or



three of these essays were read in class and formed the basis of a general discussion lasting two or three days for each play. In all this work, the student is urged to postpone the reading of commentators until he has studied the plays themselves, and begun, at least, to form his own judgments. Independence of opinion, and a willingness to hold the judgment in suspense and wait for further light, are always encouraged.

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## Course in Natural Science.

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### ZOOLOGY.

1. Collection of Insects; Study of Insects; Principles of Classification developed by comparing and contrasting several kinds of Insects.
2. The Crayfish, studied alive and then dissected (type of Crustacea).
3. External characteristics of Birds. Analysis of Birds (Jordan's Manual).
4. Study of the following animals alive; dissection as types: (*a*) Earthworm (Vermes); (*b*) Clam (Molluska); (*c*) Perch (Pisces); (*d*) Frog (Batrachia); (*e*) Snake (Reptilia); (*f*) Pigeon (Aves); (*g*) Rabbit (Mammalia).
5. Study of live Hydra.
6. Study of a few Protozoa.
7. Study of Starfish and Sea-urchin (alcoholic).

Drawings and descriptions of animals studied preserved in permanent note-book.

Text-books: Packard; Colton's Practical Zoology.

### PHYSIOLOGY.

1. Muscles. (1) Experiments on the Muscles in our bodies. (2) Models of Human Muscles. (3) Dissection of hind leg of rabbit. (4) Structure of Muscles, (*a*) gross; (*b*) minute. (5) Action of muscle (experiment on frog's muscles). Training of Muscles (symmetrical development).

2. Bone. (1) Bones as levers. (2). Bones as protectors (brain and spinal cord). (3) Bone structure, (*a*) gross; (*b*) microscopic. (4) Joints. (*a*) Dissection of joints of rabbit's leg, and beef joints.

3. General Functions of the Nervous System, Sensation, and Motion. 1. Experiments on frog, reflex action of the Spinal Cord. 2. Dissection of Spinal Cord and Brain of cat. 3. Voluntary Motion. 4. Sensation of Touch.

4. Circulation. 1. External indications of the Circulation of Blood; Heart beat, pulse, blushing, pallor, experiments on veins, etc. (*a*) Microscopic Examination of frog's blood. (*b*) Circulation of blood in

web of frog's foot under microscope. 2. Internal proofs of the Circulation of the Blood; (*a*) Dissection of heart and lungs (sheep or pig), (*b*) demonstrative of the action of the heart, (*c*) injection of arteries, (*d*) tracing injected arteries and veins. 3. Description of Organs of Circulation and their action. (*a*) Action of frog's heart, (*b*) action of the heart, (*c*) experiments illustrating the action of the large arteries, (*d*) action of the medium-sized arteries (plain muscle fiber), (*e*) veins (valves). 4. Blood and Lymph. (*a*) Microscopic examination of drop of blood from finger, (*b*) composition of blood, (*c*) coagulation of blood, (*d*) injection of thoracic duct (lymph). 5. Hygiene of Circulation.

5. Respiration. 1. Organs of respiration. 2. Mechanical process of respiration. 3. Experiments illustrating respiration. 4. Capacity of the lungs. 5. Composition of air. 6. Experiments illustrating the chemistry of respiration. 7. Experiments showing the differences between inspired and expired air. 8. Production of heat and motion in the body. 9. Comparison of the human body and a locomotive. 10. Hygiene of respiration.

6. Excretion. 1. The Skin. Functions: (*a*) Excretory, (*b*) heat-regulating, (*c*) protective, (*d*) sensory, (*e*) absorptive. 2. The Kidneys, (*a*) dissection of pig's or sheep's kidneys, (*b*) action of the kidneys, (*c*) relation of the lungs, kidneys, and skin.

7. Digestion. 1. Foods and cooking. 2. Dissection of the digestive organs of a cat. 3. Study of cross and longitudinal sections of teeth. 4. The salivary glands. 5. Experiments with artificial digestion. 6. Absorption. 7. Hygiene of digestion. 8. Taking "cold," diarrhœa, bathing.

8. The Nervous System. Functions of the Brain and Spinal Cord. Hygiene of the Nervous System.

9. The special senses. Sight. (*a*) dissection of the eye, (*b*) experiments on accommodation, (*c*) experiments on blind spots, (*d*) experiments on color contrast, (*e*) experiments on adaptation to amount of light. Defects in vision. Hygiene of the Eyes. Smell and Taste. Hearing. The voice and speech. Dissections of the Larynx.

Drawings and descriptions of dissections made in books.

Text-book: Martin's Human Body (briefer course).

## BOTANY.

1. Planting seeds (corn and beans); their structure and growth. 2. Buds, structure, protection, arrangements, kinds, growth. 3. Study of early flowers, Hepatica, Spring Beauty, Trillium, Blood-root, etc. Study of Types: 4. Green slime (Protophyta). 5. Moss (Bryophyta). 6. Fern and Horsetail (Pteridophyta). 7. Scotch Pine and Austrian Pine (Gymnosperms). 8. Common flowering plants (Angiosperms).

Herbarium required. Notes and drawing of plants studied.

Text-book: Gray's School and Field Book.

PHYSICS.—*First Term.*

The following is a list of the exercises which are worked out experimentally by the student, and recorded in a note-book. This laboratory work is preceded by the study of a manual and by preliminary directions by the instructor, and is followed by the study of a text-book. Recitations are upon both experimental work and text.

1. *Mensuration*.—1. Length in metric units. 2. Relation between circumference and diameter of a circle. 3. Volume of an irregular body.\* 4. Cross-section and diameter of a tube. 5. Weight of a cubic centimeter of water. 6. Weight of a dollar and a dime.

2. *Density or Specific Gravity, Including Mechanics of Fluids*.—1. Determination of density of a solid. 2. Specific gravity of a liquid by specific gravity bottle. 3. Weight lost by a body immersed in liquid. 4. Specific gravity by immersion. 5. Floating bodies. 6. Liquid pressure due to weight. 7. Pressure on bottom of vessel. 8. Specific gravity of liquid by balancing columns. 9. Comparison of gases and liquids. 10. Measure atmospheric pressure—barometer. 11. Specific gravity of liquids by balancing against the atmospheric pressure. 12. Boyle's law. 13. The siphon. 14. The "Hero's fountain."

3. *Mechanics of Solids, Dynamics*.—1. Action of a force upon a body. 2. The force of friction. 3. Composition of forces. 4. Parallel forces. 5. Action and reaction. 6. Comparison of masses by inertia. 7. Accelerated motion. 8. Pendulum. 9. Levers. 10. Pulley. 11. Inclined plane. 12. Wedge and screw. 13. Tenacity. 14. Elasticity.

4. *Heat*.—1. Effect of heat upon size. 2. How heat travels. 3. Testing thermometers. 4. Temperature and physical form. 5. Laws of cooling. 6. Melting and boiling points. 7. Heat capacity. 8. Determination of specific heat. 9. Latent heat. 10. Coefficient of linear expansion. 11. Coefficient of expansion of gas. 12. Coefficient of expansion of a liquid. 13. Absorption and radiation. 14. Solution.

*Second Term.*

5. *Magnetism*.—1. General study of a magnet. Action of attracted body on magnet. 3. Mutual action of two magnets. 4. Induced magnetism and breaking magnets. 5. Law of induced magnets. 6. Lines of magnetic force. 7. Terrestrial magnetism. 8. Theory of magnetization.

6. *Static Electricity*.—1. Mutual action of electrified bodies. 2. The pith-ball electroscope. 3. Transferring electrification. 4. Induced electrification. 5. Law of induction. 6. Charging by conduction. 7. Charging by induction. 8. The electrophorus. 9. The electrical machine. 10. The condenser and Leyden jar. 11. Electromotive force and resistance.

7. *Current Electricity*.—1. Production of current by chemical action. 2. Conditions for producing current. 3. Action of currents on magnets. 4. Conditions affecting resistance. 5. Effect of series and parallel resistances. 6. Methods of connecting cells. 7. Resistance measured by substitution. 8. Resistance measured by Wheatstone Bridge. 9. Electro-magnetism. 10. Induced currents. 11. The dynamo and motor. 12. The induction coil and telephone.

8. *Light*.—1. How light spreads from a center. 2. Intensity. 3. Shadows. 4. Images through small aperture. 5. Reflection from plane mirrors. 6. Curved mirrors. 7. Images from plane and curved mirrors. 8. Refraction and total reflection. 9. Refraction by lenses. 10. Images from lenses. 11. The spectrum by dispersion.

9. *Sound*.—1. Vibratory and wave motion. 2. The vibration of strings. 3. Speed of sound waves. 4. Reinforcement. 5. Interference.

Manual—Allen. Text—Avery.

### CHEMISTRY.—*Third Term.*

The course consists of a systematic study of the most common elements and compounds, and the development of the laws and theories of chemistry. Students follow the direction of the text in doing work in the laboratory, and recite upon this experimental work. All processes, laws, and theories are illustrated and verified by experiment. Careful records of all work are kept in permanent notebooks. Reactions are shown by diagrams and equations.

1. *Elements and Compounds*.—Iron, oxygen, iron oxide, phosphorus, phosphorus oxide, mercury, mercury oxide, carbon, carbon monoxide, carbon dioxide, hydrogen, water, sulphur, sulphur oxides, sulphurous acid, sulphuric acid, phosphoric acid, carbonic acid, zinc, zinc oxide, iron sulphide, hydrogen sulphide, iron sulphate, copper, copper oxide, magnesium, magnesium oxide, magnesium sulphate, calcium, calcium oxide (quick lime), calcium hydroxide (slacked lime), calcium sulphate (gypsum and plaster of Paris), calcium carbonate (marble or chalk), sodium, sodium oxide, sodium hydroxide, sodium sulphate, sodium carbonate (sal soda), sodium amalgam, chlorine, hydrochloric acid, sodium chloride (salt), calcium chloride, potassium, potassium oxide, potassium hydroxide, potassium sulphate, nitrogen, nitrogen oxides, nitric acid, potassium nitrate (niter or saltpetre), ammonia, ammonium hydroxide, ammonium chloride, ammonium sulphate, ammonium nitrate.

2. *Processes, Laws and Theories*.—Analysis, synthesis, oxidation, reduction, allotropy, crystallization, reaction, metalhesis, deliquescence, efflorescence, neutralization, relation of acids, bases and salts, law of Boyle, law of Dalton (or Charles), law of conservation of mass, atomic

theory, law of definite proportions by weight, law of multiple proportions, Prout's hypothesis, law of definite proportions by volume (Gay-Lussac), molecular theory, hypothesis of Avogadro (or Ampere), theory of Dulong and Petit, periodic law (Mendeleeff).

Text—White.

ELEMENTS OF PEDAGOGY.—*First Year, First Term. Two Hours a Week.*

The purpose of this work is the introduction of those who have just entered the Normal School to the subject of Pedagogy. The stage of their professional scholarship necessitates the selection of subject matter that shall be simple and interesting. The course begins with two introductory lessons in which an attempt is made to show in what especial fields their study will lie, the way in which the child has been regarded, generally, in the older systems of education, and a few definitions which are intended to set certain limits to the work of the term.

Following these lessons come discussions of the general equipment of the average child when he enters school, the discipline through which he has acquired the equipment, the general principle of apperception; and the modern movement in child-study with its relation to the work of the teacher.

In order to make clear the successive steps by which modern educational ideas have made a place for themselves, the study of educational reformers occupies the remainder of the term.

Beginning with the Revival of Learning, the educational ideas are carefully examined and their peculiar forms explained. The transformations of these ideas through the work of the reformers are studied and the contributions of Comenius, Rousseau, Pestalozzi, and Froebel are especially noted. The *Orbis Pictus*, *Emile*, and Leonard and Gertrude are commented upon quite fully.

The thought movement for the term is the introduction of the idea of sense training by Comenius, and its historical development by the later reformers.

PEDAGOGY.—*First Year, Second Term.*

The work opens with Special Method in History, Literature for the eight grades and Reading, one term being devoted to these subjects. It is the object of this work to discuss and illustrate the principles underlying the arrangements of a complete course in History and Literature for the eight grades and the method of presenting such material to a class. Some time is spent in becoming acquainted with stories from history and literature that are suitable for children, as a basis for more intelligent discussion of their educative value. The teacher needs to be acquainted with many of the classic fairy stories,



such as those prepared by Scudder, or the Grimm brothers; he should be familiar with the story of Robinson Crusoe, with many of the classic myths, and the Pioneer History Stories of America.

This preliminary work is followed by a discussion of the text of McMurry's "Special Method in History and Literature."

1. Introduction: The relation of Literature, as the great ethical power in culture, to the main aim of education,—character building,—to the cultivation of the child's aesthetic tastes, his sympathies, and powers of thought. Duty of the school in bringing the influence of literature to bear upon the masses. Relation of school to home.

2. Fairy Tales in First Grade: Sympathy between child and fairy tale. Popular objections to fairy stories. Their validity. The five requirements of a classic fairy story. The oral presentation of the fairy stories and their production by the children. Relation of the stories to the other work of the first year, *e. g.*, as furnishing suggestive materials for drawing and language and as cultivating the power of oral speech. Relation of stories to first work in teaching reading. Discussions of the methods of teaching reading to beginners.

3. Robinson Crusoe in the Second Grade. History of the story of Robinson Crusoe. Comparison with the Fairy Tales. Discussion of the moral, industrial, and economic value of the story. Relation of the story to the other work of the second year, especially to nature study, drawing, modeling, and language. Method of presentation suitable to the story of Robinson.

4. Myths in the Third Grade: Definition of the myth. Distinguished from the legend and history. How valued by literary artists. The characteristics of the myths and their value to child culture. Methods in teaching the myths.

5. Pioneer History Stories in the Fourth and Fifth Grades: Transition from the mythical to the historical hero. Child's interest in attractive biography. Lists of Pioneer History Stories suited to the Fourth and Fifth Grades. Character of the early pioneers of America. The value of oral presentation in history; method of oral presentation; reproduction of the stories by the pupil; difficulties in adopting an oral presentation of history stories.

History in the Seventh and Eighth Grades: Full and detailed treatment of typical periods. Use of the biographical element. Arrangement of topics and relation of the history to the other work of these grades.

The third month is devoted to Special Method in Reading. A number of readers for the earlier grades, and of literary masterpieces suitable to the different grades, are read and discussed; 1. as to whether they meet the requirements of interesting and instructive thought content, and, 2, as to whether they are well adapted to advance



the child in his mastery of the mechanical phase of reading. The text of McMurry's "Special Method in Reading," is then read and discussed. Lists of classic literary masterpieces suited to the different grades are noted, and their culture values, both to the child and to the teacher, are discussed. The work is closed with some exposition of the method of teaching reading in the different grades.

In the work of Special Method illustrative lessons are given, making use of some of the materials discussed. A few lessons, especially in literature, are given before the students, by the assistant training teacher, with a class of little children in the practice school. These lessons are made the subject of discussions on methods and devices employed.

The "Special Method in Geography" is given in the regular class work in geography, the last half of the first term being devoted to that purpose.

#### PEDAGOGY.—*First Year, Third Term.*

The first part of the term is devoted to a discussion of the Special Method in Teaching Natural Science. Early in the term, the students are set to work to make observations upon some of the objects of nature about them, *e. g.* the red maple and the robin, for the purpose of acquiring some idea of the meaning and value of the direct observation of nature, both as furnishing the basis for true scientific knowledge, and as a preparation for the work of teaching natural science. These objects are watched during the spring months, and their development and habits noted daily, as accurately as possible. These observations are later made the basis of a full discussion of the objects observed, for the purpose of illustrating the principles of selection and treatment of materials in teaching natural science to children. After these type objects have been fully treated, the principles involved are discussed as follows: 1. Selection of materials for nature study. 2. Preparation of the teacher. 3. Excursions and observations by the children. 4. Methods and devices in the discussion of topics. 5. Type studies in natural science. 6. Value of nature study to the child and to the teacher.

The remainder of the term is devoted to a discussion of the general laws underlying the method of instruction (or the so-called "Formal Steps of Instruction"), and of kindred pedagogical principles bearing upon the work of the teacher in the class room. It is the aim of this work to show what the laws of thought are that determine how the teacher must present a subject to the class. For this work McMurry's "Method of the Recitation" is used as a text.

PSYCHOLOGY.—*First Term.*

1. Psychology and Its Relations to the teacher.
  2. The Educational Limitations of Psychology.
  3. The Treatment of Psychology adopted.
  4. The Bases of Psychical Life. (a) Sensation. (b) Interest. (c) Impulse.
  5. The Psychical Processes. (a) Introduction: Classification of contents of our minds. (b) Classification of processes corresponding to these contents. (c) the processes. 1. Non-voluntary attention. 2. Association. 3. Voluntary attention. 4. Educational Principles. 5. Apperception and Retention.
  6. Forms of Intellectual Development. (a) Principles of intellectual development. (b) Stages of intellectual development: 1. Training of perception. 2. Training of the memory. Training of thought.
  7. The forms of Emotional Development. (a) Conditions of interest. (b) Principles of emotional growth. (c) The forms, or stages of emotional growth.
  8. Forms of Volitional Development. (a) Factors of volitional development. (b) Stages of volitional department.
  9. Mind and Body. (a) Importance of body for soul. (b) Structure of nervous system in man. (c) Elementary properties of nervous structure. (d) Psychological equivalents. (e) Localization of function. (f) Educational principles.
  10. Summary of Principles. (a) Bases of instruction. (b) Ends of instruction. (c) Methods of instruction. (d) Relation of knowledge, feeling, and will. (e) Criticisms of maxims.
  11. The method of interrogation, Art of Questioning. (a) Introduction. (b) Objects of questioning: 1. Testing retention. 2. Training of apperception. (c) Qualifications of the questioner. (d) Matter and form of questions. (e) Matter and form of answers.
- Text-book. Applied Psychology. *McLellan and Dewey.*

ADVANCED PSYCHOLOGY.—*First Term.*

## Introductory.

1. Science and Method of Psychology. (a) Subject matter of Psychology. (b) Methods of Psychology: (1) Introspective; (2) Experimental; (3) Comparative; (4) Objective.
2. Mind and Modes of Activity. (a) Aspects of Consciousness. (b) Relations to each other. (c) Relations to the whole self.
3. Knowledge.
  1. Elements of knowledge: (a) Sensation in General. 1. Physical Stimulus; 2. Psychical Factor; 3. Relations of Psychical and Physical; 4. Functions of Sensation in Psychical Life. (b) Special Senses—Relations to Touch. 1. Touch: I. Weber's Law and Psycho-physical

Methods. II. Muscular Sensation. 2. Smell. 3. Taste. 4. Hearing. 5. Sight. 6. Temperature. 7. General Sensation.

2. Process of Knowledge: (*a*) Nature of Problem: 1. Sensations and Known Objects. 2. The Knowing Self. (*b*) Apperception: 1. Problem of Apperception. 2. Kinds of Apperception. (*c*) Association. 1. Conditions 2. Forms. I. Simultaneous or Fusion. II. Successive: By Contiguity; by Similarity. III. Functions of Association. (*d*) Dissociation. 1. Relation to Association. 2. Conditions. 3. Functions in Psychical Life. (*e*) Attention. 1. Attention as Selecting Activity. 2. Attention as Adjusting Activity. 3. Attention as Relating Activity. (*f*) Retention.

3. Stages of Knowledge: (*a*) Perception. 1. Of Objects. 2. Of Space. 3. Of Externality in General. (*b*) Memory. 1. Definition and Problem. 2. The Memory Image. 3. Memory of Time. 4. Self as Past and Present. (*c*) Imagination. 1. Definition. 2. Ideals in Imagination. 3. Practical and Theoretical. (*d*) Thinking. 1. Definition and division. 2. Conception; growth of knowledge. 3. Judgment; Belief. 4. Reasoning. I. A priori and posteriori. II. Inductive and Deductive. 5. Systematization. (*e*) Intuition. 1. Intuition of the World. 2. Intuition of Self. 3. Intuition of God.

#### FEELING.—*Second Term.*

1. Introduction. 2. Sensuous Feeling. 3. Formal Feelings. (*a*) Of present adjustment. (*b*) Due to past experience. (*c*) Directed toward the Future. 4. Development of Qualitative Feeling. (*a*) In Universality. (*b*) In Definiteness. (*c*) Abnormal. (*d*) Conflict of. 5. Intellectual Feeling. (*a*) General Nature. (*b*) Spring to intellectual action. (*c*) Objective side. 6. Æsthetic Feeling. I. General Nature. (*a*) Connection with Idealization. (*b*) Universality of Beauty. (*c*) Factors of Æsthetic Feeling—Harmony. II. As a Spring to Action. (*a*) The fine arts. III. The Æsthetic Judgment—Taste. 7. Personal Feeling. I. General Nature. (*a*) Social. (*b*) Moral. (*c*) Religious. II. As a Spring to Action. (*a*) Social Institutions. III. The Personal Judgment—Conscience.

#### THE WILL.

1. Sensuous impulses. (*a*) Reflex action, (*b*) impulses of perception. (*c*) instinctive impulses, (*d*) Impulses of expression.

2. Development of volition. (*a*) Desire. (*b*) Choice—Motive. (*c*) Realization of motive.

3. Physical control. (*a*) Localization of motor impulses. (*b*) Combination of motor impulses.

4. Prudential control. (*a*) Development of desire. (*b*) Choice of ends and means. (*c*) Forms of prudential control. 1. Practical. 2. Intellectual. 3. Emotional.

5. Moral control. (*a*) Development of ethical desire. (*b*) Ethical choice. (*c*) Results of moral action. 1. Generic volition. 2. Regulation of desires. 3. Accurate and intuitive choice. 4. Effective execution.

Text: Dewey's Psychology.

### PHILOSOPHY OF EDUCATION.—*Third Term.*

Part I Education in its general idea: (*a*) Its Nature. 1. Possible only to self-active beings. 2. Education by Divine Providence, by experience, or teachers. Relates to body, intellect, and will; must be systematic; conducted by schools. (*b*) Its form. 1. Self-estrangement, work, play. 2. Habit. 3. Authority, obedience, punishment. (*c*) Its Limits. 1. Subjective limits in the pupil's capacity. 2. Objective limit in the pupil's wealth and leisure. 3. Absolute limit in the pupil's completion of school work.

Part II. Education in its special elements. (*a*) Physical. 1. Dietetics. 2. Gymnastics. 3. Sexual (omitted). (*b*) Intellectual. 1. Psychological epochs. (*a*) Intuitive-sense-perception. (*b*) Imaginative—fancy and memory. (*c*) Logical. II. Logical order. (*a*) of development of the pupil. (*b*) of development of the subject. (*c*) of demonstration. 1. Analytic. 2. Synthetic. 3. Dialectical. III. Instruction. (*a*) Pupil's capacity. (*b*) Pupil's act of learning. 1. Mechanical. 2. Dynamical. 3. Assimilative. (*c*) Method of instruction. 1. Living example. 2. Text-book. 3. Oral. (*d*) Will training. 1. Social usages. 2. Moral training. (*a*) The virtues. (*b*) Discipline. (*c*) Character. 3. Religious education (omitted).

Part III. Education in its particular systems. (*a*) National. 1. Passive. (*a*) Family—China. (*b*) Caste—India. (*c*) Monkish—Thibet. 2. Active. (*a*) Military—Persia. (*b*) Priestly—Egypt. (*c*) Industrial—Phoenicia. 3. Individual. (*a*) Aesthetic—Greece. (*b*) Practical—Rome. (*c*) Abstract Individual—German tribes. (*d*) Theocratic—The Jews. (*e*) Humanitarian, or Christian. I. Monkish. II. Chivalric. III. Citizen. 1. For special callings. (*a*) Secular. (*b*) Jesuits. (*c*) Pietistic. 2. To achieve an ideal of culture. (*a*) Humanist. (*b*) Philanthropist. 3. For free citizenship. Text-book, Rosenkranz.

PEDAGOGY.—*First, Second, Third Term. Three Hours a Week.*

Examination of the Course of Study below the High School. The psychology of the subjects is worked out and methods growing out of such examination are discussed and illustrated by class exercises with children. An effort is made to apply the truths of psychology to the work of the recitation and to the general conduct of the educational process.

## PRACTICE WORK IN THE PRACTICE SCHOOL.

The Practice School, comprising classes in the eight grades of the common school and the first two years of the High School, is designed to give careful and liberal training in the art of teaching in these grades. Each student in the Normal Department, before graduation, is required to teach four terms in the Practice School. A term's work consists in the daily instruction of a class for forty-five minutes during one full term. In some cases the daily observation and criticism of a class, followed by written and oral discussion, are taken in lieu of one term of teaching. In general students are required to teach at least one term in each of the three departments, Primary, Intermediate, and Grammar School.

The work of teaching is carefully supervised by the critic teachers. Each teacher of a class is required to write out the plans of recitations one week in advance. These plans are closely examined by the critic teacher and, where necessary, discussed with the class teacher and revised. The instruction itself is also observed by the critic teacher, and helpful criticisms are given in private. Each practicing teacher is held fully responsible for the control and management as well as for the instruction of the class. He is expected to develop skill and power in the management and instruction of the class as a whole, and, at the same time, to study and adapt the work to the individual ability and disposition of each pupil.

Students who have had no experience in teaching find it best generally to observe a class one full term in the Practice School before undertaking the instruction of a class. Careful criticism and discussion of the lessons observed are required of each observer.

Each week, three illustrated or "critique" lessons are given by experienced teachers, one in each of the three departments, Primary, Intermediate, and Grammar School. All teachers and observers of one department are required to observe and criticise the lesson in that department, and an hour is devoted on Monday afternoon each week to its careful discussion under the direction of the critic teacher. This gives each teacher an opportunity each term to see a dozen such lessons carefully presented and thoroughly discussed in that department in which he is teaching.

Certain students are also appointed regularly to look after the children at noons, recesses, and during study periods, and, in peculiar cases, for the individual instruction of children. Individual studies of the children are regularly made in this way.

The critic teachers often present illustrative lessons, at such times as are convenient, for the benefit of those students who are preparing for work in the Practice School.



Teachers desiring to fit themselves for primary teachers are permitted to put in most of the time teaching work in the Primary Department. Those teachers who have had satisfactory training and experience and who wish to prepare themselves for expert work as critic teachers, will be allowed all the advantages afforded by the Practice School.

## Department of Ancient Languages.

### LATIN.

#### 1. COLLAR AND DANIELL'S FIRST LATIN BOOK.

Roman pronunciation with careful attention to long vowels. Constant drill in pronunciation, paradigm forms, translation, and composition. Thoroughness in all this elementary work will be insisted upon. The ability slowly and painfully to recall forms is of no value. *Twenty-one weeks.*

#### 2. EUTROPIUS OR VIRI ROMÆ. *Six weeks.*

The purpose of this course is to give practice in translating easy Latin.

#### 3. BEGINNING CÆSAR. *First ten chapters of Book I and all of Collar's Latin Composition, based upon the same. The Lineal Relationship of Latin and English.*

A treatment of the two-thirds of English classically derived. The laws of the derivation and all the important types of the words coming from Latin (1) through Popular French, (2) through Learned French, (3) directly. Special pains will be taken to explain those whose derivation has been obscured by Popular French changes, as *quaint* from *cognitum*, *gist* from *jact*, *j y* from *gaudio*, *queue* from *caudum*, *marcel* from *mirabilia*, *city* from *civitem*. A printed outline of this work will be furnished the student. *Course (3) occupies twelve weeks.*

#### 4. SECOND AND THIRD TERMS CÆSAR. *Twent'y-seven weeks.*

Drill upon the uses of the various cases, the subjunctives, the gerund and gerundives, the indirect discourse. Extended study of minor grammatical principles. The advance lesson each day is translated as literally as is consistent with fair English; the review more freely. Parts of the text are translated slowly and critically; rapid translation of other portions; sight translations. Life of Cæsar, Geography of Italy and Gaul. History of the age. *Books I, II, IV, and the historically interesting portions of V-VII.* The historical worth of



Cæsar's Commentaries. Their literary value. Character of Cæsar as shown in his own story.

*Collar's Composition based upon Book II.*

*Cognate Relationship of Latin and English.*

It is the aim to give in simple form instruction in such main results of modern philological thought as are indispensable to those who wish to teach Latin and English as related languages. This will include:

A preliminary glance at Old English and its development into Modern English.

The relation of the native one-third of English in a cognate way to Latin. The Latin correspondent of each English vowel and consonant will be shown. Quite a mass of material in the way of cognate words and suffixes will be used in illustration,—thus, *frater* and *brother*, *hostis* and *guest*, *lacrima* and *tear*, *ring* and *circus*, *fagus* and *book*, *anser* and *goose*. A printed outline of this work will be furnished the student.

5. CICERO. *Four Catiline Orations, Archias, Ligarius, Manilian Law.*  
*Collar's Composition, Part IV.*

Critical translations of some portions; rapid translation of other parts. Syntax. Life of Cicero. Related history, geography, and biography. The Augustan Age. Thought analysis of orations. Written re-review of two in exceptionally smooth English. A persistent effort is made to secure from the pupil clear, forcible English that is at once worthy of the masterpiece he is translating and indicative of the constructions in the original. Continued attention to the lineal and to the cognate relationship of Latin and English. Sight reading. *Twenty-seven weeks.*

6. OVID. *Selections, mostly from the Metamorphoses, 1,500-2,000 lines.*

Life and works of Ovid. Elementary principles of versification. Scansion. *Kelsey's Greek and Roman Mythology.* *Twelve weeks.*

7. VIRGIL. *Æneid, Books I-VI.*

Related biography, history, geography, and mythology. Careful study of versification. Facility in scansion required. Sight reading. The literary value of the *Æneid.* *Twenty-one weeks.*

8 and 9, HORACE. *Selections from Odes.* LIVY. *Selections from books XXI, XXII.*

These courses are offered that our graduates who teach Latin may have had a taste of work more advanced than is found in a high school course. Study of Horace's versification and new constructions. Study of comparative syntax based upon Livy and Cæsar. Related history, biography, etc. *Eighteen weeks.*

10. TACITUS (optional). *Germania, or Agricola, or both.* *Twelve weeks.*

## GREEK.

1. BEGINNING GREEK. *Frost's Greek Primer and Goodwin's Grammar to match.*

Constant drill in pronunciation, translation, and composition. Thoroughness in all this work will be insisted upon. The ability slowly and painfully to recall paradigm forms is of no value. *Fifteen weeks.*

2. ZENOPHON. *Anabasis I-IV; or Anabasis I-II, and selections from Hellenica and Memorabilia. Sight translation. Greek prose composition.*

Critical translation of portions of the text; free translation of other parts. More extended study of minor grammatical principles. Related geography, history, and biography. Composition work based upon the text. Elementary derivation work. Goodwin's chapter on word-formation. *Thirty-nine weeks.*

3. HERODOTUS. *Selections from Persian Wars.*

Study of Ionic forms and comparison with corresponding Attic forms. Classical geography studied in so far as useful for an intelligent exposition of the text. Sight translation. Related geography and history. *Twelve weeks.*

4. HOMER. *Iliad, Books I-IV; or I-II, and an equivalent for III-IV from the Odyssey.*

Related history and geography. Greek mythology. Homeric forms compared with Attic and Ionic. Careful study of versification. Facility in scansion required. Rapid translation of portion of text. Critical exposition of other parts. Derivation work. *Twelve weeks.*

5. PHILOLOGICAL WORK.

During the Greek course the cognate relationship of Greek to English and to Latin will be systematically studied, the rules for consonant and vowel correspondents learned and fully illustrated.

## DEPARTMENT OF GERMAN.

1. JOYNES-MEISSNER'S GERMAN GRAMMAR AND BOISEN'S GERMAN PROSE. *Fifteen weeks.*

Three weeks are spent upon a brief synopsis of grammatical paradigms and the translation of illustrative sentences. Then from 80-100 pages of prose are read and the grammatical work based upon the text. Inductive study of the cognate relationship of English and German. The pupils discover for themselves, by means of a classification of the German words that they have had, the vowel and the consonant correspondence existing between German and English.

2. MINNA VON BARNHELM. *Eight weeks.*
3. JUNGFAU VON ORLEANS. *Ten weeks.*
4. HERMANN UND DOROTHEA. *Six weeks.*

During the reading of (2), (3) and (4) the student is led to acquire a vocabulary. Attention is paid to helpful English cognates of new German words. Especial study of the conversational idioms that occur in the texts read. Some drill in composition. Considerable use of German as the language of the class room. English-German philology.

The above comprises the first year's work in German. The second year's work varies somewhat, from year to year, as to the texts read. The following would be a representative program: Schiller's Wilhelm Tell, Buchlein's Deutch Lyrik (The selections from Heine, Schiller, Goethe, and some others), Goethe's Egmont, Heine's Hartzreise, Freytag's Soll, und Haben; some easy sight reading. Philological, conversational and composition drill.

#### POLITICAL ECONOMY. (*Twelve weeks.*)

1. *Production*.—Land and Natural Agents, Labor, Origin: and Office of Capital, Productive Capability of a Community.

2. *Exchange*.—Theory of Value, Theory of International Exchanges, Money and its value, Debased Coin: Seigniorage, Inconvertible Paper Money, Bank Money; Reaction of Exchange upon Production.

3. *Distribution*.—Parties to the Distribution of Wealth; Rent, Interest, Profits, Wages, Minor Shares, Reaction of Distribution upon Production.

4. *Consumption*.—Subsistence, Population, Appearance of New Economic Wants, Consumption, the Dynamics of Wealth, Reaction of Consumption upon Production.

5. *Application of Economic Principles*.—Usury Laws, Banking Functions, Co-operations, Trades Unions and Strikes, Unearned Increment of Land, Political Money, Bi-Metallism, Pauperism, Revenue of the State, Principles of Taxation, Protection and Free Trade.

#### Courses of Study for the Practice School.

In the following outlines for the work of the Practice School the work in Music and Gymnastics does not appear. Systematic exercises in both Singing and Physical Culture are introduced in all grades.

## Primary Department.

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### FIRST GRADE.

#### LITERATURE.

##### FIRST TERM—FALL.

Stories 1-6 in "Classic Stories for the Little Ones." Thanksgiving and Christmas stories.

##### SECOND TERM—WINTER.

Stories 7-11, in "Classic Stories for Little Ones." Stories of Lincoln, Washington, Longfellow, and Lowell.

##### THIRD TERM—SPRING.

Stories 12-15, in "Classic Stories for Little Ones." Stories of Froebel and stories in connection with Arbor Day, Fourth of July, and Memorial Day exercises.

Children memorize many beautiful poems throughout the entire year.

#### NATURE STUDY.

##### FIRST TERM—FALL.

1. Life History of Dog, Cow, Sheep, Squirrel, Rabbit, Mouse, Rat.
2. Preparation of familiar trees with large buds, as walnut, hickory, buckeye, and poplars for winter rest, associated with gathering of autumn leaves.

##### SECOND TERM—WINTER.

1. Winter study of Austrian Pine as type of Evergreen Trees.
2. Scotch Pine, Hemlock, any Norway Spruce by comparison with Austrian Pine.
3. Horse, Cat, and Chicken (type of birds).

##### THIRD TERM—SPRING.

1. Plant seeds of Lima Beans, Sweet Pea, and Nasturtium. Watch development throughout term.
2. Buds of Apple, Cherry, and Plum. This study is begun before the buds are swollen at all. The study of the cherry is continued until cherries are ripe, and the other fruits are watched throughout the term.
3. Duck (type of water bird). Goose by comparison with the duck.

## READING.

The children are introduced to Reading through games for which directions are given at the board in writing. The vocabulary which the child has used in his plays and games becomes his first reading vocabulary. Later the following books are used:

Cyr's Primer.

Stickney's Primer.

Cyr's First Reader.

Thompson's Fairy Tale and Fable.

Hodskin's Little People's Reader.

Baldwin's First Reader.

The Finch Primer.

*Phonics*.—Sounds of the vowels and consonants in most common use in the readers. Letters not marked. Children are taught to recognize new words as fast as possible by making use of their knowledge of the sound values of letters.

## NUMBER.

There are no regular classes in number work. Incidentally to the other subjects, especially nature study, the children learn to count and to perform simple operations, basing their work upon the need of quantitatively measuring their experiences.

## WRITING—WRITTEN LANGUAGE—SPELLING.

The writing begins with blackboard exercises. The children draw, with large, free movements, many objects (such as the cart-wheel, bushel basket, etc.,) in which they are interested and which supply plenty of opportunity for movement. This work in movement is then carried over into the large, free writing of the names of objects drawn. Later they write short sentences about the animals and plants studied. Needed capitalization and punctuation taught. First desk work as large as the desk will permit.

## DRAWING.

Molding of simple objects studied in science, as eggs, nuts, fruits, animals, etc. Drawing of colored objects with crayons, such as buds, leaves, etc. Painting of same in water colors. Paper cutting and pasting. Blackboard and pencil illustrations of stories in literature. Drawings of human form, a child posing as model.

The teacher's method leaves the child wholly free in his execution, merely directing his observation or arousing his imagination preliminary to the effort at expression.

## SECOND GRADE.

## LITERATURE.

## FIRST TERM—FALL.

Robinson Crusoe, chapters 1-10; or Hiawatha, sections III, VI, VII, VIII.

## SECOND TERM—WINTER.

Robinson Crusoe, chapters 11-20; or Hiawatha, sections X, XI, XIV, XVIII, XX.

## THIRD TERM—SPRING.

Robinson Crusoe, chapters 21-29; or Hiawatha, sections V, XIII, XXI, XXII.

The chapters referred to above are to found in "Robinson Crusoe for Boys and Girls."

## NATURE STUDY.

## FIRST TERM—FALL.

Continue and complete study of Apple and Plum begun in spring.  
The Grape, ripened fruit on vine.

Watermelon and Muskmelon from flower to fruit.

Cabbage butterfly.

Caterpillars frequenting any of the trees previously studied or the grape, and their preparations for winter:

Preparation of plants for winter.

## SECOND TERM—WINTER.

Snow Crystals.

Salt, Sulphur, and Quartz Crystals by comparison with Snow Crystals. Baldwin's Second Reade.

tals. Kinds and formation of pebbles and stones.

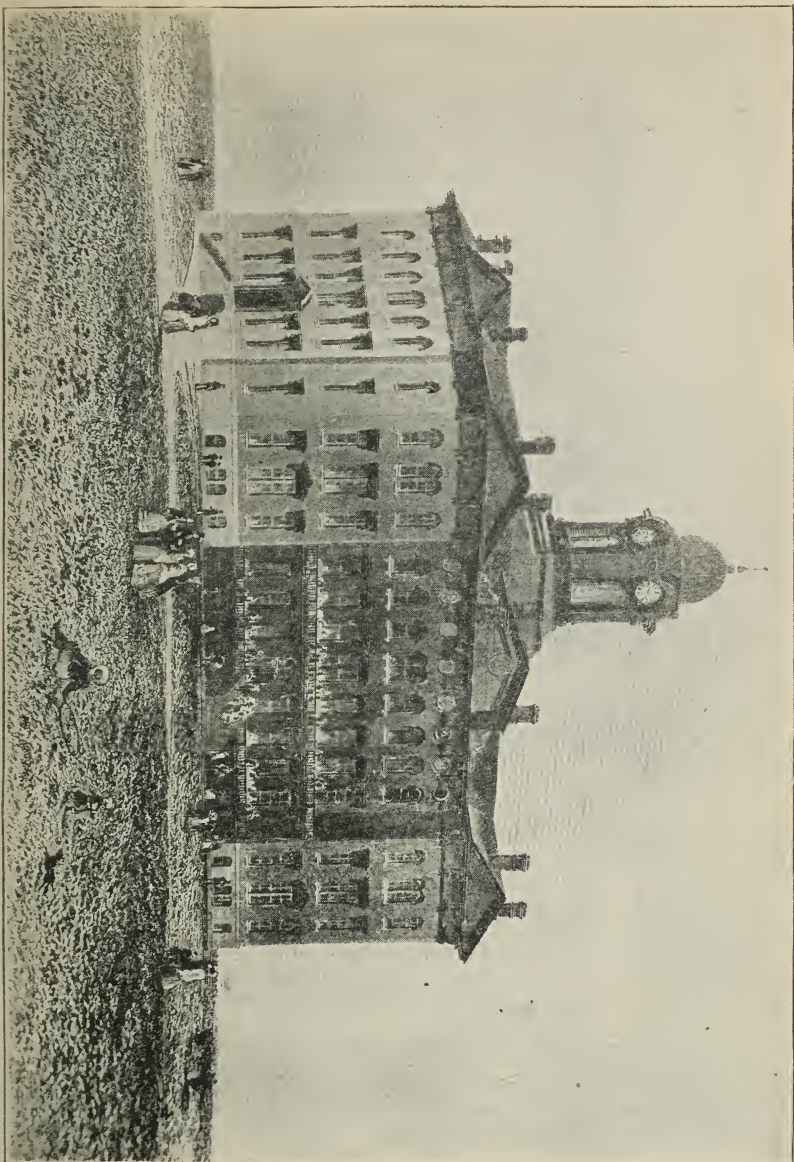
Crow and owl.

Goat (by comparison with sheep, if the latter has already been studied).

Arrival of early spring birds—time noted.

Watch for any change in the buds of linden, larch, birch, and willow trees.





University in 1860.

## THIRD TERM—SPRING.

Continuation of study of trees as in preceding term.

Brown thrush and golden-winged woodpecker.

Seeds of melon, corn, and morning-glory sown. Watch development.

Grape—buds and blossoms and green fruit.

Violet. Lily.

Honey bee. Firefly. Fish.

## READING FOR THE YEAR.

"Classic Stories for the Little Ones."

"Nature Stories for Young Readers," Vols. I and II.

Poems connected with Literature and Nature Study.

Grimm's Fairy Tales, Vol. I, Wiltse.

"Pets and Companions," Stickney.

"Seed Babies," Morley.

Second Reader, Cyr.

Second Reader, Baldwin.

Continuation of work in phonics as outlined for first year.

## NUMBER FOR THE YEAR.

The work in number for the year is based upon actual measurements. The children are led to ideas of numbers and their relations by the measurement of things within their experience. Through this work of measurement the following number facts and processes are developed and fastened by drill:

(a) The forty-five facts in addition.

(b) Addition of single columns of figures by grasping the tens, sum not to exceed 20; thus, add 7, 4, 3, 2; the children see a ten in the seven and the three, which put with the four and two makes sixteen.

(c) Addition of two-place numbers, sum of either column to exceed nine.

(d) Since  $3+4=7$ ,  $13+4=17$ , and  $23+4=27$ , etc. Similar additions carried to 100.

(e) Understanding of all two-place numbers as composed of tens and units.

(f) Subtractions suggested by (a) and (c).

(g) Figures, Roman numerals, and names of numbers to 100.

(h) All tables of compound numbers in common use.

(i) Divisions, Multiplications, and Partitions, to 20.

(j) Multiplication table of 2s, 5s, 10s, and 11s.

Hall's Arithmetic Reader is used in review.

## WRITTEN LANGUAGE—WRITING—SPELLING.

Stories based on Nature Study and Literature, the sentences being connected in thought.

Poems copied.

Short stories reproduced by children as tests.

In addition to the points insisted upon in the first year, the children learn to paragraph.

Blackboard and desk exercises for freedom of movement in writing.

Both writing and spelling are taught incidentally to the work in written language.

## DRAWING.

The method of the first grade is continued with new and more difficult materials. The child is especially stimulated to reproduce animal and human forms in action. Stories are illustrated by paper cuttings.

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**Intermediate Department,**

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*THIRD GRADE.*

## LITERATURE.

## FIRST TERM—FALL.

Hawthorne's Wonder Book.

## SECOND TERM—WINTER.

Hawthorne's Tanglewood Tales.

## THIRD TERM—SPRING.

Lamb's Adventures of Ulysses.

Church's Story of the Iliad.

Oral presentation. Use of good pictures. Develop a healthful imagination. Secure full and clear reproductions. Let the moral judgment of the children be developed by estimating the characters and their deeds. Develop outlines and let each child preserve them in his blank book.

## NATURE STUDY.

## FIRST TERM—FALL.

The corn plant; life history, parts, uses.

The grasshopper.

Dissemination of seeds. Cocklebur, milkweed, thistle, golden-rod, sunflower, sycamore, etc.

The bullfrog.

The crow.

Migration of birds. Time.

Heat. Production, effects upon vegetation. Frost. The thermometer. Boiler house, a study of our system of heating and ventilation.

## SECOND TERM—WINTER.

Gray hare. Home, habits, enemies, manner of living.

Crystals. Snow, sugar, salt, alum, saltpetre.

The hard maple's preparation for spring. Sap in February. Vaporization, clouds, rain.

The stars and larger constellations; the moon and its changes.

Arrival of early spring birds. Bird calendar.

## THIRD TERM—SPRING.

Changes in the buds of the soft maple, box elder, birch, and willows. Blossoms, seeds, leaves, seedlings.

Continue study of birds as above. Include nesting, rearing of young, food, songs, etc.

The robin. The woodpecker.

The honey bee.

The potato.

Excursions are to be taken with the children throughout the year as often as necessary and as the weather permits, in order that the work may be based on the pupils' personal experiences.

## READING FOR THE YEAR.

Scudder's Fables and Folk Lore.

Mrs. McMurry's Robinson Crusoe.

Stickney's Aesop's Fables.

Stickney's Hans Anderson's Fairy Tales, First Series.

## HOME GEOGRAPHY.

## FIRST TERM—FALL.

Visit to cupola of Normal School. Home neighborhood, prairies, forests, city, village, roads, bridges, slopes, brook.

Farmer's fall work. Preparations for winter.

An October garden.

The campus. Slopes and drainage. Sand modeling. Map drawn to a scale. Miller Park relief. Forest Trees.

## SECOND TERM—WINTER.

Farmer's winter work. Feeding stock. Stockyards. Shipping.

The nursery. Grafting.

The carpenter shop. The wagon shop. Blacksmith shop.

School-room drawn to a scale.

## THIRD TERM—SPRING.

The nursery. Kind of trees, packing, shipping.

The garden in April, May, and June. Relation to hot-bed.

The green-house.

Farmer's spring work.

Court house, records, court rooms, trials, etc.

Local history and management of the town. Council, streets, police, etc.

Parks and monuments, with their history.

In the study of each of the phases of industrial home geography, (blacksmith, wagonmaker, nurseryman, farmer) especial attention is given to bringing out their relations to one another, looking ultimately towards notions of the division of labor, inter-dependence of trades and industries. Notions of physical geography are drawn from excursions in the neighborhood. During the year the stories of the "Seven Little Sisters" are presented orally wherever they are best suited to the work in home geography, and as the first introduction to other countries.

## NUMBER FOR THE YEAR.

Mastery of the tables in addition and subtraction.

Understanding of all three-place numbers as composed of hundreds, tens, and ones.

Addition of columns of three-place numbers. Thorough understanding of reduction.

Mastery of subtraction.

Drill on such examples as, What number added to 4 makes 10? Added to 5, 7, 6, 8, etc.? Sums and differences up to 20, as  $9+9$ ,  $8+7$ ,  $7+6$ ; drill on endings, as  $48+3$ ,  $68+3$ ,  $98+3$ .

Reading and writing numbers to millions. Test understanding of composition by frequently asking "what" and "how many."

Tables of linear, liquid, dry measure; of time; weight, and money.

Cook & Cropsey's "Elementary Arithmetic," pp. 7-130. Make the arithmetic class a reading class at times when necessary.

Concrete examples from excursions in geography and science; draw on child's environment for materials.

Exact mathematical language in analysis; accurate, neat form in board work.

### LANGUAGE—SPELLING—WRITING.

Language, spelling, and writing are taught in connection with the other studies, especially geography, literature, and science. These furnish abundant, familiar, and interesting subject matter, and the motive for either oral or written expression. The aim is fluency, freedom, variety. Corrections spring wholly from the child's needs. Thirty or forty short compositions from each child during the year, written, corrected, and copied under the supervision of the teacher.

Special drill hours for writing are devoted to securing good movement and form. In other subjects requiring writing the child is expected to preserve, first of all, good position and movement. Form to be left to time.

### DRAWING FOR THE YEAR.

Perspective of large, coarse, curved-edged objects. Work for freedom, and proportion.

Studies from nature in both fall and spring.

Studies from the subject matter of literature, geography, and science. Holiday illustrations.

Clay work in the fall and spring. Blackboard work.

The following list suggests the character of the studies.

Tub, drum, peck measure, bushel basket, kettle, keg, crock, bucket, coffee-pot, flag, gun, hatchet, sword, cap, Christmas stocking, tree, common tools, sled, basket, gray hare, thermometer, oil can, water sprinkler, mittens, kite, small alarm clock, broom, brush, view of human form, branching of trees, leaves, flowers.



*FOURTH GRADE.*

## HISTORY.

## FIRST TERM—FALL.

McMurry's Pioneer History Stories. Oral presentation of the stories of Joliet and Marquette. Hennepin, LaSalle, The Sioux Massacre, George Rogers Clarke.

## SECOND TERM—WINTER.

From the same source the stories of Boone, Robertson and Sevier, Lincoln, of Cincinnati and Marietta.

## THIRD TERM—SPRING.

From the same source the stories of Lewis and Clark, Fremont, De Soto. For the method see under Literature for Third Grade. See pages 46-47.

## NATURE STUDY.

## FIRST TERM—FALL.

Cabbage butterfly. Caterpillars.

Turtle.

Grape—the ripened fruit.

Wild grasses.

Preparation of animals and plants for winter.

Migration of birds. Time.

## SECOND TERM—WINTER.

Winter study of evergreens on campus.

The sun—sunlight, sunglass, prism, colors, position of sun.

Sources of springs, rivers, wells. Porosity.

The pump. Construction.

## THIRD TERM—SPRING.

Review third grade work on maple, boxelder, birch.

Fertilization and the part insects play in the fertilization of plants.

Grape—buds and blossoms.

Germination. Bean, corn, buckeye, walnut, maple. Seeds watched.

Crayfish.

Apple and plum blossoms. Formation of fruit.

Robin, woodpecker, turtle dove.

## READING FOR THE YEAR.

Hawthorne's Wonder Book and Tanglewood Tales.  
 Eliot's six stories from the Arabian Nights.  
 Francillon's Gods and Heroes.  
 Bryant's Translation of Ulysses among the Phæacians.  
 Kingsley's Water Babies.  
 Use of dictionary acquired.

## GEOGRAPHY.

## FIRST TERM—FALL.

The Illinois river; the prairies of Illinois; corn and live stock in Illinois; the coal mines of Illinois; a trip on the Upper Mississippi; pineries and lumbering in Minnesota; Minneapolis as a trade center; the great wheat region of the Northwest; several great trade routes to Chicago.

## SECOND TERM—WINTER.

Lake Superior. St. Mary's Canal and Falls.  
 The iron mines of Michigan. (Blast furnace).  
 Chicago as a trade center.  
 Tobacco raising in Kentucky. Tobacco region.  
 The surface of Tennessee.  
 The lower Mississippi. Jetties.

## THIRD TERM—SPRING.

Cotton raising in Mississippi (cotton belt).  
 Springfield and State government.  
 Sugar in Louisiana.  
 Cattle ranch in Texas (great grazing region).  
 Pike's Peak and vicinity.  
 Irrigation and the Big Ditch at Denver.  
 Yellowstone Park.

Oral presentation as described under Literature for third grade.  
 See page 51. Free use of sand and chalk.

## ARITHMETIC FOR THE YEAR.

Mastery of multiplication tables.  
 Principles underlying multiplication. Relation to addition.  
 Multiplication of six-place numbers by 1, 2, 3, and 4-place numbers.  
 Short division. Six-place dividend.

Mastery of long division.

Review old tables of denominate numbers. Add square and cubic measure.

Cook & Cropsey's Elementary Arithmetic, p. 131-224.

### LANGUAGE—SPELLING—WRITING.

Expansion of work for third grade. See third grade, page 54.

### DRAWING FOR THE YEAR.

Perspective of simple straight-edged objects.

Studies from nature.

Studies suggested by history, geography, science. Holiday illustrations. Clay work. Blackboard handling.

The following list is suggestive: Boxes, baskets, pans, telescope, satchel, sled, bench, table, coffee-mill, trunk, book shelves, wheelbarrow, tent, vegetables, sprays of leaves, entire plants (root, stem, leaves, etc.,) flowers.

### FIFTH GRADE.

#### HISTORY.

##### FIRST TERM—FALL.

Champlain, Hudson, John Smith, Sir Walter Raleigh.

##### SECOND TERM—WINTER.

Columbus, Magellan, Cortez.

##### THIRD TERM—SPRING.

The Pilgrims; Washington to Braddock's Defeat; Fremont, trip across plains and mountains to California in 1849.

#### NATURE STUDY.

##### FIRST TERM—FALL.

Clam. Catfish.

Apple. Plum.

Migration of birds. Time.

Steam engine

##### SECOND TERM—WINTER.

Light and the eye. Eye of an ox. Human eye.

The moon and its phases. Tides.

The crust of the earth; geologic strata; pebbles; limestone; granite; marble; gravel bank; gorge; erosion; glaciers; volcanoes; fossils.

## THIRD TERM—SPRING.

Milkweed butterfly.

Honey bee.

Review of work of fourth grade in germination and building of trees. See page 55.

Hepatica and marsh-marigold.

Blackbird. Bobwhite.

Movements of the earth about the sun.

## READING FOR THE YEAR.

Hiawatha, Parts I and II. Memorize selections.

Ruskin's King of the Golden River.

Macaulay's Lays of Ancient Rome.

Whittier's Barefoot Boy.

## GEOGRAPHY.

## FIRST TERM—FALL.

Hudson River; Mt. Washington (White mountains); Boston (history and commerce); a cotton mill at Lowell (Merrimac river); Ship building at Philadelphia (ship and navy yards).

## SECOND TERM—WINTER.

Washington (national government); oyster fisheries of Chesapeake bay (comp. Long Island Sound); James river and surface features of Virginia; the pineries of Carolina; the orange groves of Florida (comp. California).

## THIRD TERM—SPRING.

The Alleghany mountains as a whole; New York city as a trade center; a gold mine in California; the salmon fisheries of the Columbia; the St. Lawrence river; City of Mexico (plateau and climate); the Rocky mountains as a whole; the river systems and slopes of North America.

## ARITHMETIC FOR THE YEAR.

Factoring; least common multiple; cancellation; common and decimal fractions.

Cook and Cropsey, pp. 224-267.

## LANGUAGE—SPELLING—WRITING.

Continuation of work of Third and Fourth Grades. See Third Grade.

## DRAWING FOR THE YEAR.

Perspective of both curved and straight edged objects. (See Third and Fourth Grades). Development of exact work. Artistic handling. Much outdoor sketching. Development of first expression in light and shade.

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## Grammar and Preparatory Department.

The Grammar School is intended for those who wish to prepare for the Normal School, for a High School, or for general business.

Young men and young women not fully prepared for the Normal Department are enabled to enter after spending a term or two in the rigorous preparatory drill of the Grammar School; while to those who are preparing for a High School, it offers excellent academic training. It is under the direct charge of a Principal, and his assistant teachers are under the constant supervision of the Principal Training Teacher.

Pupils often fail in their effort to get a higher education, simply because their elementary education has been poor; hence great care is taken that each shall be well-grounded in elementary knowledge.

Those who wish merely a common-school education will find the course comprehensive enough for all ordinary business purposes. Much care is taken that pupils shall become good penmen, and that they shall acquire a ready knowledge of arithmetic, in order that they may make good accountants. Those more advanced will have the opportunity of studying bookkeeping, taught according to the most practical methods.

The grading is such that pupils may take the work which they are best fitted to do; and, those who may wisely do so are allowed to take any of the languages in the Normal School.

The moral influence of the school and its surroundings is good. Vicious boys who are outcasts from other schools will not find admittance here. Saloons and other places of evil resort are not allowed in the town. Tuition is charged at the rate of \$25 a year.

*SIXTH GRADE.*

## HISTORY.

## FIRST TERM—FALL.

Colonial History—Massachusetts and Virginia. Biographies of Miles Standish, Raleigh, and John Smith.

## SECOND TERM—WINTER.

Colonial History—New York and the Iroquois; Pennsylvania and Maryland; Biographies of Stuyvesant, Franklin, and William Penn.

## THIRD TERM—SPRING.

Colonial History—Georgia (Oglethorpe). Review of three type colonies. French and Indian Wars. Washington and Braddock.

## NATURAL SCIENCE.

## FIRST TERM—FALL.

Study of seeds and fruits and the preparation of plants and animals for winter.

## SECOND TERM—WINTER.

Experiments in condensation and evaporation.

Application to physical geography.

Erosion in various forms.

World water partings.

World river basins.

World river systems.

## THIRD TERM—SPRING.

Animal life of brooks,—fish, frog, reptiles; germination spring flora.

## READING.

## FIRST TERM—FALL.

Courtship of Miles Standish. Autobiography of Franklin.

## SECOND TERM—WINTER.

Legend of Sleepy Hollow.

Snow Bound.

## THIRD TERM—SPRING.

Evangeline.

Burrough's Birds and Bees.

Vocal and phonic drill throughout the year to meet the needs of the class.



## GEOGRAPHY.

Europe. Type studies. Numerous comparisons with similar places studied in North America. Close the work with study of physical features of continent. Sand-modeling, chalk-modeling, and sketching.

## ARITHMETIC.

## FIRST TERM—FALL.

Review decimal and common fractions.  
Cook and Cropsey's Advanced Arithmetic.

## SECOND TERM—WINTER.

Review common fractions and compound numbers. Miscellaneous problems in text.

## THIRD TERM—SPRING.

Metric system. Percentage. Applications.

## LANGUAGE—SPELLING—WRITING.

Continuation of work outlined for third grade. See page 54.

## DRAWING FOR YEAR.

Continuation of studies in form, light and shade and perspective as in 3d, 4th, and 5th grades. Outdoor and indoor sketching. Color work in spring. Selections as before.

*SEVENTH GRADE.*

An opportunity for a year of German will be given the children of this grade.

## HISTORY.

## FIRST TERM—FALL.

Revolutionary War—Biographies.

## SECOND TERM—WINTER.

From the Revolutionary War to the Close of the War of 1812. Framing of Constitution, Hamilton. Northwest Territory. Biographies of Adams, Jefferson, and Madison.

## THIRD TERM—SPRING.

Tariff and State's rights. Slavery question. Mexican War. Territorial growth. War for the Union. Biographies of Lincoln, Lee, and Grant.

## NATURAL SCIENCE.

## FIRST TERM—FALL.

Physiology—Circulation, respiration, digestion, effects of alcohol and narcotics.

## SECOND TERM—WINTER.

Heat—Convection and radiation.  
Air pressure.

## THIRD TERM—SPRING.

Study of Type Trees—Maple.  
Birds—Woodpecker, bluejay, wild pigeon, blackbird.

## READING.

## FIRST TERM—FALL.

Study of national poems bearing on history work, as Paul Revere's Ride, Lexington, Ballad of the Boston Tea Party.  
Selections from Lamb's Tales of Shakespeare.

## SECOND TERM—WINTER.

Hale's Man Without a Country.  
Hawthorne's Tales of the White Hills.  
Andrew's Ten Boy's on the Road from Long ago to Now.

## THIRD TERM—SPRING.

Scott's Lady of the Lake.  
Lowell's Vision of Sir Launfal.  
Burrough's Birds and Bees.  
For phonic and vocal drill see sixth grade.

## GEOMETRY AND ARITHMETIC.

## FALL TERM.

Lines and angles, circles, arcs and angles, rectangles, and triangles.

## WINTER TERM.

Quadrilaterals, circles and lines.

## SPRING TERM.

Polygons and simple applications in solid geometry.

Proofs and generalizations based on the construction and superposition of figures; at all times the work is intended to lap over and illuminate arithmetical processes.

## LANGUAGE FOR THE YEAR.

Fall and winter terms devoted to technical grammar, presented orally. Frequent essays on topics of history, science, literature, and geography. Spring term devoted chiefly to language work in connection with nature study. Spelling and writing as before.

## DRAWING.

Continuation of work of sixth grade, with more difficult studies.

## GEOGRAPHY.

Type studies from Asia, Africa, South America, and the Islands of the Sea, treated as in sixth grade.

*EIGHTH GRADE.*

## HISTORY.

## FIRST TERM—FALL.

English History—The Teutons, Feudalism, Magna Charta, Renaissance, Discovery of America.

## SECOND TERM—WINTER

English History—Tudor period, period of discovery and exploration, colonization of America; growth of colonial possessions and American Revolution.

## THIRD TERM—SPRING.

Review American History in light of preceding English History; Critical period, growth and development of Union, War for Union, reconstruction and later development.

## NATURAL SCIENCE.

## FIRST TERM—FALL.

Air—Elasticity, expansion, air currents, air pressure, barometer. Manual work in application of scientific principles: construction of pump and barometer. Or

Heat—Evaporation, condensation, construction of steam engine, study of thermometers.

## SECOND TERM—WINTER.

Magnetism and Electricity. Construction of electric bell system: telephone and telegraph.

## THIRD TERM—SPRING.

Type trees—Austrian Pine.

Spring flowers—Fertilization and germination.

## READING FOR THE YEAR.

Scott's *Ivanhoe*, *Rasselas*, *Merchant of Venice*, *Rolfe's Tales from English History in Prose and Verse*, *Emerson's Fortune of the Republic*, *Burke's American Orations*, *Lincoln's Gettysburg Speech*. Short poetical selections, as the *Launching of the Ship*, bearing on history.

For phonic and vocal drill see sixth grade.

## MATHEMATICS.

## FIRST TERM—FALL.

Algebra—Giffin's *Grammar School Algebra*, to page 52.

Exercise in algebraic language. Addition, subtraction, multiplication and division. Simple equations.

## SECOND TERM—WINTER.

Finish Giffin's *Grammar School Algebra*.

## THIRD TERM—SPRING.

Arithmetic—Review percentage and applications; involution, evolution, and mensuration. Finish Cook & Cropsey's *New Advanced Arithmetic*.

## LATIN, GERMAN, OR GRAMMAR FOR THE YEAR.

In this year Latin is accepted as an alternative for grammar from those who desire to begin Latin at this time in order to be better prepared for High School or Normal work.

Latin—Fall term to p. 67, winter term to p. 125, spring term to the end of Collar & Daniell's First Latin Book.

Grammar for Fall and Winter terms: Continuation of seventh grade work. Complete Southworth and Goddard. Spring term devoted to essay work.

## DRAWING FOR YEAR.

Continuation of work for seventh grade. Pen and ink work.

## High School Course.

To provide for pupils completing our grammar school studies, a four-year course has been arranged. This course embraces the languages, mathematics, and sciences; furnishes a good general education and prepares the student for college. Students in this department are insured clear instruction and thorough discipline in the studies they pursue. During the first two years these students are under the immediate supervision of the Principal of the Grammar school. They pay tuition and receive a high school diploma on completing the course.

### FIRST YEAR.

#### FALL TERM.

Latin:—Latin Grammar and Reader.

Algebra:—Through factoring.

Science:—Plants and seeds and their preparation for winter.

Literature:—American Classics.

#### WINTER TERM.

Latin:—Latin Reader and Grammar.

Algebra:—Greatest common divisor, least common multiple, fractions, fractional equations.

Science:—Elementary Astronomy, Text—Ball's Starland.

Literature:—Masterpieces of British Literature.

#### SPRING TERM.

Latin:—Eutropius and Cæsar.

Arithmetic:—Review. Time and topics determined by the need of the class.

Science:—Elementary Geology. "The Earth and its Story" by Heilprin. Observation of specimens with trips to points of geological interest.

Literature:—"Tales of the White Hills."

### SECOND YEAR.

#### FALL TERM.

Latin:—Cæsar and Prose Composition.

Civics:—Civil Government by Fiske, and Illinois and the Nation, by Trowbridge.  
Zoology.

WINTER TERM.

Latin:—Cæsar and Prose Composition.  
Ancient History:—Text, Myers, Rhetoric.

SPRING TERM.

Latin:—Cicero.  
Botany.  
Rhetoric and Literature.

\*THIRD YEAR.

FALL TERM.

Cicero, English Literature and Advanced Algebra.

WINTER TERM.

Ovid, Physiology, and Plane Geometry.

SPRING TERM.

Virgil, Physical Geography, and Solid Geometry.

\*FOURTH YEAR.

FALL TERM.

Virgil and Horace, German, Physics.

WINTER TERM.

Livy, German, Physics, Reading and Themes.

SPRING TERM.

German, Chemistry, and Political Economy.

## Preparatory Department.

The work of this department, which is connected with the Grammar department, is designed especially for those who need a special preparation before entering the Normal department.

### LITERATURE AND READING.

Seven American Classics: Snow Bound, Evangeline, Vision of Sir Launfal. Special attention to thought and interpretation and to good habits of enunciation and expression in reading. Phonic and vocal work to meet the needs of the class.

### GEOGRAPHY.

North America. Relief as basis of study: Slope the unit of relief; mountain ranges and plateaus compared as to altitude and area; effect of same on climate, vegetation and industries. Drainage of continent. Comparison of river systems and basins.

A description of the courses offered during the Third and Fourth years may be found under the "Analysis of Course of Study" in first part of this catalogue.



## SCIENCE.

Correlated with geography. Problems from heat, air, and water. In the spring, seeds and trees of the campus.

## ARITHMETIC.

Common and decimal fractions, compound numbers, percentage. Careful work in analysis and oral and written expression.

## GRAMMAR AND COMPOSITION.

Themes from the work in Literature, Science, and Geography. Purpose,—facility in the use of clear, correct English, both oral and written. Attention to thought, organization, and paragraphing as preparation for composition.

## WRITING.

Fifteen minutes of daily instruction in vertical script.

## The Two-Year Course.

Graduates of approved high schools, or persons possessing equivalent qualifications, will be admitted to the following course:

### FIRST YEAR.

#### FIRST TERM.

*Long*  
~~Reading~~, 18 hours per month.  
 Arithmetic, 18 hours per month.  
 Elementary Psychology, 18 hours per month.  
 Zoology, 18 hours per month.  
 Elements of Pedagogy, 8 hours per month.  
 Drawing, 8 hours per month.

#### SECOND TERM.

*ad*  
 Pedagogy, 18 hours per month.  
 English Grammar, 18 hours per month.  
 Geography, 18 hours per month.  
 Ancient History, 18 hours per month.  
 Drawing, 8 hours per month.  
 Practice Teaching, 20 hours per month.

#### THIRD TERM.

Pedagogy, 18 hours per month.  
 English Literature, 18 hours per month.  
 Algebra, 18 hours per month.  
 Botany, 18 hours per month.  
 Practice Teaching, 20 hours per month.  
 Drawing, 8 hours per month.  
 Vocal Music, 8 hours per month.

### SECOND YEAR.

#### FIRST TERM.

Advanced Psychology, 20 hours per month.  
 Illustrative Teaching, 12 hours per month.  
 English Literature, 20 hours per month.  
 Civil Government, 18 hours per month.  
 Physics, 20 hours per month.

#### SECOND TERM.

Advanced Psychology, 20 hours per month.  
 Illustrative Teaching, 12 hours per month.  
 Practice Teaching, 20 hours per month.  
 Shakespeare and Themes, 20 hours per month.  
 Geometry, 18 hours per month.

#### THIRD TERM.

Philosophy of Education, 20 hours per month.  
 Illustrative Teaching, 12 hours per month.  
 Practice Teaching, 20 hours per month.  
 Physical Geography, 18 hours per month.  
 Bookkeeping and School Law, 20 hours per month.

The two-year pupils recite with the three-year pupils. The explanation of the course of study, consequently, applies to both courses.

A course in penmanship and vocal music is given in addition to the above.

# The Three-Year Course.

| FIRST YEAR.                              | SECOND YEAR.                               | THIRD YEAR.                                 |
|------------------------------------------|--------------------------------------------|---------------------------------------------|
| <b>FIRST TERM.</b>                       | <b>FIRST TERM.</b>                         | <b>FIRST TERM.</b>                          |
| Reading ..... 18 hours per month         | Algebra ..... 18 hours per month           | Advanced Psychology...20 hours per month    |
| Geography..... 18 hours per month        | Elementary Psychology.....                 | Physics..... 20 hours per month             |
| English Grammar.....18 hours per month   | Civil Government.....18 hours per month    | English Literature.....20 hours per month   |
| Arithmetic.....18 hours per month        | Zoology ..... 18 hours per month           | Practice Teaching.....20 hours per month    |
| Elements of Pedagogy.. 8 hours per month | Drawing ..... 8 hours per month            | Illustrative Teaching and Methods....       |
| Drawing ..... 8 hours per month          |                                            | ..... 12 hours per month                    |
| Orthography.....10 minutes ea'h day      | <b>SECOND TERM.</b>                        | <b>SECOND TERM.</b>                         |
| <b>SECOND TERM.</b>                      | Rhetoric ..... 18 hours per month          | Advanced Psychology...20 hours per month    |
| Reading ..... 18 hours per month         | Geometry..... 18 hours per month           | Shakespeare and Themes.....                 |
| Arithmetic..... 18 hours per month       | Ancient History..... 18 hours per month    | ..... 20 hours per month                    |
| Geography..... 18 hours per month        | Physiology .. 18 hours per month           | Illustrative Teaching and Methods....       |
| Pedagogy ..... 18 hours per month        | Practice Teaching in Model School.....     | ..... 12 hours per month                    |
| Drawing ..... 8 hours per month          | ..... 20 hours per month                   | Mediaeval History..... 20 hours per month   |
| Penmanship ..... 8 hours per month       | Drawing..... 8 hours per month             | <i>Physics</i> <b>THIRD TERM.</b>           |
| Orthography.....10 minutes ea'h day      | <b>THIRD TERM.</b>                         | Philosophy of Education.....                |
| <b>THIRD TERM.</b>                       | Botany..... 18 hours per month             | ..... 20 hours per month                    |
| History of the United States. ....       | Physical Geography.....18 hours per month  | Bookkeeping, 5 weeks.... 20 hours per month |
| ..... 18 hours per month                 | English Literature..... 18 hours per month | School Laws, 6 weeks.... 20 hours per month |
| English Grammar. .... 18 hours per month | Geometry..... 18 hours per month           | Chemistry..... 20 hours per month           |
| Algebra..... 18 hours per month          | Practice Teaching in Model School....      | Illustrative Teaching and Methods....       |
| Pedagogy..... 18 hours per month         | ..... 20 hours per month                   | ..... 12 hours per month                    |
| Drawing..... 8 hours per month           | Drawing..... 8 hours per month             | Practice Teaching in Model Schools....      |
| Vocal Music..... 8 hours per month       |                                            | ..... 20 hours per month                    |
| Orthography.. ....10 minutes ea'h day    |                                            |                                             |

Pupils are permitted to add Latin, Greek, and German to the above without charge. If these studies are taken the course is correspondingly lengthened.

## The Four-Year Course.

|                 | FIRST TERM.                                                                                                                                              | SECOND TERM.                                                                                                                            | THIRD TERM.                                                                                                                                  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FIRST YEAR..... | Latin, Grammar, and Reader.<br>English Grammar.<br>Geography.<br>Elements of Pedagogy, 2 hours a week.                                                   | Latin Grammar, Eutropius,<br>Reading.<br>Arithmetic.<br>Pedagogy.                                                                       | Cæsar.<br>United States History.<br>Algebra.<br>Pedagogy.                                                                                    |
| SECOND YEAR.    | Cæsar.<br>Algebra.<br>Zoology.<br>Practice Teaching.                                                                                                     | Cæsar.<br>Rhetoric.<br>Physiology.<br>Geometry.                                                                                         | Cicero.<br>Literature.<br>Botany or Physical Geography.<br>Geometry.                                                                         |
| THIRD YEAR..... | Cicero or Science,<br>Civics or English Literature.<br>German or Greek,<br>Elementary Psychology.                                                        | Ovid or Science.<br>German or Greek.<br>Practice Teaching.<br>Ancient History.                                                          | Vergil or Science.<br>German or Greek.<br>Political Economy.<br>Practice Teaching.                                                           |
| FOURTH YEAR.    | Virgil, 9 weeks, Horace, 6 weeks; or<br>Astronomy.<br>Practice Teaching, or German, or<br>Greek.<br>Physics.<br>Psychology.<br>Pedagogy, 3 hours a week. | Livy or Medieval History.<br>Physics, German, or Greek.<br>Shakespeare and Themes.<br>Psychology.<br>Pedagogy, 3 hours a week.<br>..... | Chemistry, German, or Greek.<br>Practice Teaching.<br>Philosophy of Education.<br>School Law, 5 weeks.<br>Pedagogy, 3 hours a week.<br>..... |

Drawing will alternate successively with regular studies, so as to give two exercises each week for first two years.

Pupils will be required to have daily exercises in orthography if found especially deficient in that branch.

Penmanship and vocal music will be provided for in the first year in method work. Any of the above work may be passed by satisfactory examination.

## The Christian Associations.

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There are two such societies, one for young men, Y.M.C.A.; and one for young women, Y.W.C.A. While they are separate organizations, union meetings are regularly held. As their name implies, they are Christian associations. All members of evangelical churches may become active members, while others may become associate members.

The work of these associations is many-sided, including religious devotion, instruction and study, missionary work, social culture, and the furtherance of religious culture and work along all lines. On the one side the body of students has in these societies the best opportunity for religious growth, organization, and social contact, and on the other the Sunday schools and churches are reinforced by the work of the societies.

The devotional meetings consist of prayer meetings, held each Tuesday evening by each of the associations, and a union meeting of the two each Sunday afternoon at four o'clock. The Tuesday evening meetings are conducted by the students, while the Sunday afternoon meetings are led sometimes by the pastors of the churches, sometimes by teachers or students of the Normal school.

The Bible-study class meets each Friday evening. For some years it has been conducted by Dr. E. C. Hewett, ex-President of the Normal school. It consists of a careful and comparative study of the Bible testimony of important religious topics.

The sociables given near the opening of each term furnish opportunity to the new students to become acquainted with each other and with older students, thus introducing them to the religious and social life of the school.

The associations cultivate systematically the mission spirit, and carry on some of its work. The students raise annually three hundred dollars with which, in co-operation with five of the churches in the town, five native missionaries are supported in foreign fields. A students' volunteer band is made up of those who intend eventually to enter upon the work in foreign fields. A missionary study class meets each Friday afternoon. The library of the Normal School has also been supplied, through the efforts of the associations, with a collection of forty-five volumes of missionary literature.

Students are welcomed at all the meetings of the associations, and to its opportunities for religious devotion and culture.

## The Oratorical Association.

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This association had its origin in the winter term of 1889, the prime mover being Mr. Charles Beach, an enterprising student. Annual contests were held until the year 1895-6, when the association sent a representative to a meeting of delegates from the Normal schools of Kansas, Iowa, Illinois, and Missouri, who met for the purpose of organizing an Inter-State League of Normal Schools. As a result of that meeting an association was formed and the first oratorical contest was held at Warrensburg, Mo., May 8, 1896.

Five states sent contestants, viz: Wisconsin, Kansas, Illinois, Iowa, Missouri. The honors were awarded in the order named. The contestant from Illinois was Robert J. Wells. Although Mr. Beach left the school several years ago, his interest in the association is evinced by the fact that he made provision for an annual prize of one hundred dollars and a gold medal for the winner of the preliminary contest, the same to be known as the Beach prize.

The second contest was held at Emporia, May 7, 1897, the same States sending contestants. Illinois was represented by Chester M. Echols. The rank of the contestants was as follows: Iowa, Missouri, Illinois, Wisconsin, Kansas.

The third contest was held in Normal, May 6, 1897. Illinois was represented by H. E. Covey. The rank of the contestants was as follows: Kansas, Wisconsin, Missouri, Iowa, Illinois.

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## Accredited High Schools.

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Graduates of accredited high schools may be admitted to the two-year course upon presentation of their diplomas. School authorities desiring to have their school placed upon this list should correspond with the president. The course should be not less than four years in length.

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## University of Illinois.

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The Normal School work is recognized at the University of Illinois and ample credit allowed for it in the University course.



| 1898.      |    |    |    |    |    |    | 1899.    |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| SEPTEMBER. |    |    |    |    |    |    | JANUARY  |    |    |    |    |    |    |
| S          | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
| ..         | .. | .. | .. | 1  | 2  | 3  | 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 4          | 5  | 6  | 7  | 8  | 9  | 10 | 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 | 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 | 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 25         | 26 | 27 | 28 | 29 | 30 | .. | 29       | 30 | 31 | .. | .. | .. | .. |
| ..         | .. | .. | .. | .. | .. | .. | ..       | .. | .. | .. | .. | .. | .. |
| OCTOBER.   |    |    |    |    |    |    | FEBRUARY |    |    |    |    |    |    |
| ..         | .. | .. | .. | .. | .. | 1  | ..       | .. | .. | 1  | 2  | 3  | 4  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  | 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 | 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 | 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 | 26       | 27 | 28 | .. | .. | .. | .. |
| 30         | 31 | .. | .. | .. | .. | .. | ..       | .. | .. | .. | .. | .. | .. |
| NOVEMBER.  |    |    |    |    |    |    | MARCH    |    |    |    |    |    |    |
| ..         | .. | 1  | 2  | 3  | 4  | 5  | ..       | .. | .. | 1  | 2  | 3  | 4  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 | 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 | 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 | 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 27         | 28 | 29 | 30 | .. | .. | .. | 26       | 27 | 28 | 29 | 30 | 31 | .. |
| ..         | .. | .. | .. | .. | .. | .. | ..       | .. | .. | .. | .. | .. | .. |
| DECEMBER.  |    |    |    |    |    |    | APRIL    |    |    |    |    |    |    |
| ..         | .. | .. | .. | 1  | 2  | 3  | ..       | .. | .. | .. | .. | .. | 1  |
| 4          | 5  | 6  | 7  | 8  | 9  | 10 | 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 | 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 | 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 25         | 26 | 27 | 28 | 29 | 30 | 31 | 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| ..         | .. | .. | .. | .. | .. | .. | 30       | .. | .. | .. | .. | .. | .. |
| MAY        |    |    |    |    |    |    | JUNE     |    |    |    |    |    |    |
| ..         | 1  | 2  | 3  | 4  | 5  | 6  | ..       | .. | .. | 1  | 2  | 3  | 4  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 | 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 | 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 | 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 28         | 29 | 30 | 31 | .. | .. | .. | 25       | 26 | 27 | 28 | 29 | 30 | .. |
| ..         | .. | .. | .. | .. | .. | .. | ..       | .. | .. | .. | .. | .. | .. |

## Calendar for 1898-99.

The school year of 39 weeks is divided into three terms.

The first term of 15 weeks begins on Monday, September 12, 1898, and closes on Thursday, December 22. Examinations at the close of the term. Annual Contest of Literary Societies on Thursday evening, December 22. Semi-annual meeting of the Board of Education on Wednesday, December 7.

Vacation of one week.

The second term begins on Monday, January 2, 1899, and closes on Thursday, March 23. Examinations at the end of the term.

Vacation of one week.

The third term begins on Monday, April 3, and closes on Wednesday, June 21. Examinations during the last week of the term. Annual meeting of the Alumni June 21. Annual meeting of the Board of Education on Wednesday, June 21. Commencement exercises on Thursday, June 22.

Vacation of eleven weeks.

The new school year opens on Monday, September 11, 1899.

## Students.

### Post-Graduate and Special.

| NAMES.                        | COUNTY.               | POST-OFFICE        |
|-------------------------------|-----------------------|--------------------|
| Barrett, Mabel Winslow        | <i>McLean,</i>        | <i>Normal</i>      |
| Bassett, Ellen Irene          | <i>LaSalle,</i>       | <i>Tonica</i>      |
| Cowles, Catherine             | <i>McLean,</i>        | <i>Bloomington</i> |
| Goodwin, Nellie               | <i>Shelby,</i>        | <i>Moawequa</i>    |
| Higbee, Iva A.                | <i>Mercer,</i>        | <i>Sherrard</i>    |
| Hildenbrandt, Jennie Caroline | *( <i>Missouri,</i> ) | <i>St. Louis</i>   |
| Hospes, Cecilia Lezzette      | *( <i>Missouri,</i> ) | <i>St. Louis</i>   |
| Morse, Helen S.               | <i>Gallatin,</i>      | <i>Shawneetown</i> |
| Ruhl, Ada Myrtle              | <i>DeWitt,</i>        | <i>Clinton</i>     |
| Washburn, Emma                | * <i>McLean,</i>      | <i>Bloomington</i> |
| Coley, Charles D.             | <i>Coles,</i>         | <i>Oakland</i>     |
| Foster, George Kenyon         | * <i>McLean,</i>      | <i>Normal</i>      |
| Johnson, Riley Oren           | <i>Coles,</i>         | <i>Hindsboro</i>   |
| Matheney, Francis Edmund      | ( <i>Kentucky,</i> )  | <i>Berea</i>       |
| Pike, Nelson Davidson         | <i>Madison,</i>       | <i>St. Jacobs</i>  |
| Wortman, Thomas Brinton       | <i>Shelby,</i>        | <i>Shelbyville</i> |

### Senior Class.

|                           |                     |                   |
|---------------------------|---------------------|-------------------|
| Beggs, Dorothea Katherine | ( <i>Colorado</i> ) | <i>Denver</i>     |
| Chicken, Sada Rosanna     | <i>Woodford,</i>    | <i>Secor</i>      |
| Cleveland, Lida, T.       | * <i>McLean,</i>    | <i>Normal</i>     |
| Cooper, Annetta Belle     | <i>McLean,</i>      | <i>Normal</i>     |
| Corson, Mabel Maude       | <i>McLean,</i>      | <i>Normal</i>     |
| Cowles, Bessie Abiah      | <i>Kankakee,</i>    | <i>Kankakee</i>   |
| Curtis, S. Macy           | * <i>McLean,</i>    | <i>Normal</i>     |
| Dillon, Jessie May        | <i>McLean,</i>      | <i>Normal</i>     |
| Elliott, Georgia          | <i>Macon,</i>       | <i>Decatur</i>    |
| Fincham, Nellie           | <i>McLean,</i>      | <i>Towanda</i>    |
| Frank, Margaret Julia     | <i>Whiteside,</i>   | <i>Sterling</i>   |
| Grassmann, Adelaide       | <i>St. Clair,</i>   | <i>Belleville</i> |

\*These names marked with a star are names of persons who have given their pledge of intention to teach and who are pursuing the regular Normal Course, but, by reason of residence in McLean county, or wishing to be free to teach in other states, or because not of legal age, they have not been admitted to the Normal School as State beneficiaries. They pay tuition as Model students, at the rate of \$39 a year.

| NAMES.                   | COUNTY.           | POST-OFFICE            |
|--------------------------|-------------------|------------------------|
| Hamblin, Mrs. Ellen T.   | <i>Knox,</i>      | <i>Galesburg</i>       |
| Humphrey, Annabel        | <i>McLean,</i>    | <i>Towanda</i>         |
| Kaiser, Wilhelmine       | <i>Piatt,</i>     | <i>Atwood</i>          |
| Kerns, Carrie            | <i>Iroquois,</i>  | <i>Onarga</i>          |
| Lange, Otilie            | <i>McLean,</i>    | <i>Bloomington</i>     |
| Lentz, Mary              | <i>Stephenson</i> | <i>Freeport</i>        |
| Lesem, Josephine         | <i>Adams,</i>     | <i>Quincy</i>          |
| Lyons, Marien Ida        | <i>Marion,</i>    | <i>Centralia</i>       |
| Monroe, Grace Adela      | <i>McLean,</i>    | <i>LeRoy</i>           |
| Morse, Fannie Edna       | <i>Lake,</i>      | <i>Gilmer</i>          |
| Pitts, Henrietta Betsy   | <i>*McLean,</i>   | <i>Bloomington</i>     |
| Porter, Eva Amanda       | <i>La Salle,</i>  | <i>Streator</i>        |
| Rickards, Mary Amelia    | <i>Marion,</i>    | <i>Centralia</i>       |
| Riggs, Mrs. Lilla Delle  | <i>*McLean,</i>   | <i>Bloomington</i>     |
| Ross, Silva              | <i>Macon,</i>     | <i>Argenta</i>         |
| Roziene, Addie Eliza     | <i>Cook,</i>      | <i>Irving Park</i>     |
| Smith, Nano Pearl        | <i>Ogle,</i>      | <i>Creston</i>         |
| Snell, Clara May         | <i>Carroll,</i>   | <i>Milledgeville</i>   |
| Stetzler, Emma Grace     | <i>Stark,</i>     | <i>Duncan</i>          |
| Sullivan, Mary Ellen     | <i>McLean,</i>    | <i>Bloomington</i>     |
| Travis, Carrie Estelle   | <i>Shelby,</i>    | <i>Prairie Home</i>    |
| Williams, Julia          | <i>(Missouri)</i> | <i>Hannibal</i>        |
| Wilmer, Anna Elizabeth   | <i>Shelby,</i>    | <i>Oconee</i>          |
| Wright, Emilie           | <i>Iroquois,</i>  | <i>Watseka</i>         |
| Bright, Bruce            | <i>*McLean,</i>   | <i>Normal</i>          |
| Bumgarner, Joseph        | <i>Putnam,</i>    | <i>Mt. Palatine</i>    |
| Coleman, Lyman H.        | <i>DeKalb,</i>    | <i>Sandwich</i>        |
| Covey, Hyatt Elmer       | <i>*McLean,</i>   | <i>Leroy</i>           |
| Cowles, Robert Andrew    | <i>*McLean,</i>   | <i>Bloomington</i>     |
| Crocker, William         | <i>Macon</i>      | <i>Blue Mound</i>      |
| Doud, Herman             | <i>Hancock,</i>   | <i>Ferris</i>          |
| Eastwood, Byron Evans    | <i>Lee,</i>       | <i>Franklin Grove</i>  |
| Martin, William Woodrow  | <i>Tazewell,</i>  | <i>Green Valley</i>    |
| Norton, Arthur Orlo      | <i>Ogle,</i>      | <i>Stillman Valley</i> |
| Peasley, William Kennett | <i>*McLean,</i>   | <i>Bloomington</i>     |
| Pike, Walker Franklin    | <i>Madison,</i>   | <i>St. Jacobs</i>      |
| Scrogin, Ernest Arthur   | <i>McLean.</i>    | <i>Lexington</i>       |
| Waits, Harmon Bert       | <i>Perry,</i>     | <i>Tamaroa</i>         |
| Wilson, George Shirley   | <i>Putnam,</i>    | <i>Magnolia</i>        |
| Wolfe, Albert Benedict   | <i>Bureau,</i>    | <i>Arlington</i>       |

## Students Who Have Completed Two Years' Work or More.

| NAMES.                    | COUNTY.              | POST-OFFICE        |
|---------------------------|----------------------|--------------------|
| Aldrich, Blanche          | * <i>McLeam,</i>     | <i>Normal</i>      |
| Babbs, Mary Irene         | <i>Coles,</i>        | <i>Fair Grange</i> |
| Baird, Clementine Maud    | <i>McLean,</i>       | <i>Bloomington</i> |
| Barton, Olive Lillian     | <i>McLean,</i>       | <i>Normal</i>      |
| Beattie, Annie Jeanette   | <i>Carroll,</i>      | <i>Mt. Carroll</i> |
| Böhringer, Cora Louise    | <i>Whiteside,</i>    | <i>Morrison</i>    |
| Broadhead, Annie Maple    | <i>Tazewell,</i>     | <i>Mackinaw</i>    |
| Carpenter, Kate Edna      | <i>Stark,</i>        | <i>Wyoming</i>     |
| Clark, Caroline Irving    | ( <i>Arkansas</i> ), | <i>Helena</i>      |
| Davenport, Bertha Lea     | <i>Will,</i>         | <i>Joliet</i>      |
| Davenport, Lula Lea       | <i>Will,</i>         | <i>Joliet</i>      |
| Dawson, Olive Leonora     | <i>Boone,</i>        | <i>Belvidere</i>   |
| Dolph, Alice Amelia       | <i>Kendall,</i>      | <i>Plano</i>       |
| Edmunds, Elma Ruth        | <i>Grundy,</i>       | <i>Gardner</i>     |
| Edmunds, Lucy             | <i>Grundy,</i>       | <i>Gardner</i>     |
| Edwards, Carlisle Anne    | <i>McLean,</i>       | <i>Normal</i>      |
| Fairfield, Grace          | * <i>McLean,</i>     | <i>Normal</i>      |
| Fleischer, Ida Lena       | <i>McLean,</i>       | <i>Normal</i>      |
| Flinn, Sarah Louvilla     | <i>Christian,</i>    | <i>Pana</i>        |
| Franklin, Lois Gertrude   | <i>Livingston,</i>   | <i>Dwight</i>      |
| Fruin, Hannah Letitia     | <i>McLean,</i>       | <i>Bloomington</i> |
| Hitchcock, Mary Ella      | <i>McLean,</i>       | <i>Normal</i>      |
| Hoffman, Anna Maria       | <i>Fayette,</i>      | <i>Vandalia</i>    |
| Hummel, Ida Rose          | <i>Ford,</i>         | <i>Roberts</i>     |
| Hunting Olive             | <i>McLean,</i>       | <i>Normal</i>      |
| Ingels, Carrie Lou        | <i>Cook,</i>         | <i>Chicago</i>     |
| Johnston, Elizabeth Jane  | <i>Sangamon,</i>     | <i>Illiopolis</i>  |
| Johnston, Gertrude Maude  | ( <i>Arkansas</i> ), | <i>Fort Smith</i>  |
| Kerr, Fannie              | <i>Vermilion,</i>    | <i>Rossville</i>   |
| King, Anna T.             | <i>Richland,</i>     | <i>Olney</i>       |
| Love, Mary Jane           | <i>Ogle,</i>         | <i>Elida</i>       |
| Lovering, Harriet Moulton | <i>Christian,</i>    | <i>Assumption</i>  |
| McKinney, Bernice         | <i>Christian,</i>    | <i>Assumption</i>  |
| McWherter, Mary E.        | <i>Bond,</i>         | <i>Sorento</i>     |
| Nen, Elizabeth Augusta    | <i>Christian,</i>    | <i>Pana</i>        |
| Nixon, Isidore Alice      | <i>DeWitt,</i>       | <i>Clinton</i>     |
| Peck, Lora Belle          | <i>Whiteside,</i>    | <i>Sterling</i>    |
| Regenold, Mabel Zoe       | <i>Putnam,</i>       | <i>Florida</i>     |
| Scanlan, Lena Gertude     | <i>McLean,</i>       | <i>Bloomington</i> |
| Schempp, Bertha           | <i>La Salle,</i>     | <i>Troy Grove</i>  |
| Schneider, Mary Lizzie    | <i>Kane,</i>         | <i>Elburn</i>      |

| NAMES.                     | COUNTY.                | POST-OFFICE         |
|----------------------------|------------------------|---------------------|
| Simmons, Jessie Josephine  | <i>Hancock,</i>        | <i>Joetta</i>       |
| Sitherwood, Grace          | * <i>McLean,</i>       | <i>Bloomington</i>  |
| Stapleton, Alberta Flora   | <i>Christian,</i>      | <i>Assumption</i>   |
| Stoutenburg, Nellie Russel | <i>Vermilion,</i>      | <i>Rankin</i>       |
| Taylor, Helen Mary         | * <i>McLean,</i>       | <i>Bloomington</i>  |
| Trimble, Mary Lillian      | <i>Tazewell,</i>       | <i>Tremont</i>      |
| Voorhees, Lucia Isabella   | <i>Stark,</i>          | <i>Wyoming</i>      |
| Watson, Alice, Perle       | <i>Pike,</i>           | <i>Griggsville</i>  |
| Wells, Helen Parson        | <i>Macon,</i>          | <i>Elwin</i>        |
| Wells, Mary Johnston       | <i>Macon,</i>          | <i>Elwin</i>        |
| Whigam, Jean Gertrude      | <i>Lake,</i>           | <i>Aptakisic</i>    |
| Wise, Anna                 | <i>Will,</i>           | <i>Joliet</i>       |
| Wiseman, Eva Centennial    | <i>Douglas,</i>        | <i>Camargo</i>      |
| Young, Grace Harriet       | <i>Montgomery</i>      | <i>Hillsboro</i>    |
| Ackert, Earl Wilder        | <i>Lee,</i>            | <i>Harmon</i>       |
| Allen, Charles Henry       | <i>Shelby,</i>         | <i>Oconee</i>       |
| Barger, Thomas Morse       | <i>McLean,</i>         | <i>Normal</i>       |
| Brown, Benjamin Fletcher   | * <i>McLean,</i>       | <i>Normal</i>       |
| Cavins, William Ferguson   | <i>Coles,</i>          | <i>Mattoon</i>      |
| Dawson, Russel             | <i>Woodford,</i>       | <i>El Paso</i>      |
| Dewhirst, John Mark        | <i>Clay,</i>           | <i>Passport</i>     |
| Dewhirst, Solomon Homer    | <i>Clay,</i>           | <i>Passport</i>     |
| Dickerson, Oliver Morton   | <i>Jasper,</i>         | <i>West Liberty</i> |
| Dutcher, Stephen Albert    | <i>Pike,</i>           | <i>New Canton</i>   |
| Dwire, Francis Belmont     | ( <i>California,</i> ) | <i>Los Angeles</i>  |
| Edmunds, Harold James      | <i>Grundy,</i>         | <i>Gardner</i>      |
| Elliot, Charles Herbert    | <i>St. Clair,</i>      | <i>Belleville</i>   |
| Flentje, Lewis Edwin       | <i>Macoupin,</i>       | <i>Palmyra</i>      |
| Gott, Charles              | <i>Piatt,</i>          | <i>LaPlace</i>      |
| Greenough, Charles Weston  | * <i>McLean,</i>       | <i>Yuton</i>        |
| Gunnell, Orville James     | <i>McLean,</i>         | <i>Normal</i>       |
| Hayes, Frank Crawford      | <i>Schuyler,</i>       | <i>Camden</i>       |
| Hess, Ardie Durward        | <i>Pike,</i>           | <i>Pearl</i>        |
| Himes, Robert Pollock      | <i>McLean,</i>         | <i>Normal</i>       |
| Hummel, Adam Albert        | <i>Ford,</i>           | <i>Roberts</i>      |
| Johnston, Milford L        | * <i>McLean,</i>       | <i>Bloomington</i>  |
| Jones, Wallace Franklin    | <i>Stark,</i>          | <i>Wyoming</i>      |
| Jones, Walter Royal        | <i>Kankakee,</i>       | <i>Kankakee</i>     |
| McCormick, Henry Goodrich  | <i>McLean,</i>         | <i>Normal</i>       |
| McDonald, Dalton           | <i>Vermilion,</i>      | <i>Potomac</i>      |
| McGuffin, Ralph Dudley     | <i>Lake,</i>           | <i>Libertyville</i> |
| McKinney, John R.          | <i>Christian,</i>      | <i>Assumption</i>   |
| McMurry, Karl Franklin     | <i>McLean,</i>         | <i>Normal</i>       |

| NAMES.                      | COUNTY.      | POST-OFFICE     |
|-----------------------------|--------------|-----------------|
| Marquis, Chester Dubois     | *McLean      | Bloomington     |
| Martin, Myron Samuel        | Tazewell,    | Green Valley    |
| Mize, Addison Roy           | Madison,     | Manix,          |
| Morgan, John William        | Sangamon,    | Dawson          |
| Morgan, Ora Sherman         | Kane,        | Hampshire       |
| Morrell, John Finley        | Pike,        | Perry           |
| Myall, Charles Arthur       | Cook,        | Oak Park        |
| Naffziger, Simon Edward     | Tazewell,    | Minier          |
| Norton, Archie Carlisle     | Fulton,      | Farmington      |
| Perry, Wilson James         | Ford         | Melvin          |
| Pfingsten, George Frederick | St. Clair,   | Millstadt       |
| Readhimer, Jerome Edward    | (Louisiana,) | Saline          |
| Reece, John S.              | Woodford,    | Cruger          |
| Reecher, Samuel E.          | Whiteside,   | Coleta          |
| Smith, Charles Henry        | Woodford,    | Metamora        |
| Stewart, Frank              | Crawford,    | Oblong          |
| Stewart, John Pogue         | Henderson,   | Biggsville      |
| Stine, John Carl            | Christian,   | Assumption      |
| Taylor, Branch L.           | *McLean,     | Bloomington     |
| Troxel, Cecil Warren        | McLean,      | Normal          |
| Urban, Harvey Benjamin      | McLean,      | Gibson City     |
| Wakeland, Charles Richland  | Pulaski,     | New Grand Chain |
| White, Albert Emery         | Livingston,  | Blackstone      |
| Whitten, John Hamilton      | Stark,       | Castleton       |
| Wilson, Frank Lester        | McLean,      | Bloomington     |
| Wynd, Robert Smith          | Tazewell,    | Hopedale        |
| Young, James William        | Vermilion,   | Bismark         |
| Young, Noah A.              | Vermilion,   | Bismark         |

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Students Who Have Completed One Year's Work or More, but not Two Years'.

|                          |            |              |
|--------------------------|------------|--------------|
| Adee, Mary Leota         | Winnebago, | Rockford     |
| Athons, Sadie Chenoweth  | Macon,     | Decatur      |
| Augustine, Ora May       | McLean,    | Normal       |
| Baker, Grace Mae         | Henry,     | Annawan      |
| Baldwin, Della Lois      | McHenry,   | Crystal Lake |
| Baldwin, Letta May       | McLean,    | Bloomington  |
| Barr, Mabel              | (Indiana,) | Frankfort    |
| Barton, Lizzie           | Grundy,    | Gardner      |
| Beardsley, Emma Ellen    | Whiteside, | Prophetstown |
| Bertram, Jennie Campbell | Kendall,   | Bristol      |
| Bosworth, Lucy Adelia    | Cook,      | Evanston     |



| NAMES.                        | COUNTY.            | POST-OFFICE          |
|-------------------------------|--------------------|----------------------|
| Boyle, Edna May               | <i>Kane,</i>       | <i>Aurora</i>        |
| Boynton, Elmyra Ida           | <i>McDonough,</i>  | <i>Prairie City</i>  |
| Bracey, Elizabeth Mildred     | <i>Woodford,</i>   | <i>Low Point</i>     |
| Branton, Mary Alice           | <i>Jo Daviess,</i> | <i>Council Hill</i>  |
| Briggs, Fleta Agatha          | <i>Tazewell,</i>   | <i>Minier</i>        |
| Bright, Bernice Alena         | <i>*McLean,</i>    | <i>Normal</i>        |
| Brooks, Cornelia              | <i>Kane,</i>       | <i>Aurora</i>        |
| Brown, Edith                  | <i>*McLean,</i>    | <i>Bloomington,</i>  |
| Bruce, Alice                  | <i>Logan,</i>      | <i>Beason</i>        |
| Buerkin, Katharyn Josephine   | <i>Adams,</i>      | <i>Quincy</i>        |
| Bullock, Agnes Irene          | <i>Woodford,</i>   | <i>Eureka</i>        |
| Bullock, Florence Wingfield   | <i>Woodford,</i>   | <i>Eureka</i>        |
| Buss, Bertha Luella           | <i>Stephenson,</i> | <i>Lena</i>          |
| Camery, Nellie Paris          | <i>Marshall,</i>   | <i>Henry</i>         |
| Campbell, Margaret Boyde      | <i>Kane,</i>       | <i>Elgin</i>         |
| Carlson, Alma W.              | <i>McLean,</i>     | <i>Bloomington</i>   |
| Carpenter, Sarah Jane         | <i>Stark,</i>      | <i>Wyoming</i>       |
| Chamberlain, Linnie           | <i>Whiteside,</i>  | <i>Erie</i>          |
| Champion, Marie               | <i>*McLean,</i>    | <i>Normal</i>        |
| Chapman, Della Virginia       | <i>Woodford,</i>   | <i>El Paso</i>       |
| Cody, Marguerite Hortense     | <i>Kane,</i>       | <i>Aurora</i>        |
| Coley, Mrs. Minnie Lois Moore | <i>St. Clair,</i>  | <i>O'Fallon</i>      |
| Conard, Lula Florence         | <i>Piatt,</i>      | <i>Monticello</i>    |
| Cook, Lorena                  | <i>Fulton,</i>     | <i>Fairview</i>      |
| Cronin, Anna                  | <i>Christian,</i>  | <i>Assumption</i>    |
| Crouch, Virginia Frances      | <i>Henderson,</i>  | <i>Rozetta</i>       |
| Damert, Harriet Cora          | <i>Stephenson,</i> | <i>Lena</i>          |
| Dennis, Myrtle                | <i>Tazewell,</i>   | <i>Minier</i>        |
| Dewhirst, Mrs. Alta           | <i>Clay,</i>       | <i>Passport</i>      |
| Dietz, Clara                  | <i>La Salle,</i>   | <i>La Salle</i>      |
| Dilley, Luella Mae            | <i>Warren,</i>     | <i>Roseville</i>     |
| Dillon, Mertie May            | <i>*McLean,</i>    | <i>Normal</i>        |
| Dobbin, Anna Mercy            | <i>Du Page,</i>    | <i>Aurora</i>        |
| Dole, Ethel Mary              | <i>Kankakee,</i>   | <i>Manteno</i>       |
| Donohue, Anastacia            | <i>Bureau,</i>     | <i>Spring Valley</i> |
| Drobisch, Alice Wessels       | <i>Macon,</i>      | <i>Decatur</i>       |
| Ebersol, Marion Maude         | <i>Kane,</i>       | <i>Aurora</i>        |
| Elliott, Winifred Grace       | <i>Macon,</i>      | <i>Decatur</i>       |
| Emerson, Mary Wood            | <i>*McLean,</i>    | <i>Bloomington</i>   |
| Entler, Tillie May            | <i>Macon,</i>      | <i>Decatur</i>       |
| Ewen, Ada Esther              | <i>Will,</i>       | <i>Lockport</i>      |
| Ewing, Jennie Buyers          | <i>Mercer,</i>     | <i>New Windsor</i>   |
| Fairchild, Myrtle Florence    | <i>Vermilion,</i>  | <i>Danville</i>      |

| NAMES.                    | COUNTY.        | POST-OFFICE   |
|---------------------------|----------------|---------------|
| Findley, Rosana May       | Henderson,     | Ogawka        |
| Fisher, Orpha Salome      | Woodford,      | Roanoke       |
| Fisk, Edith May           | Whiteside,     | Lyndon        |
| Fristoe, Sidney Belle     | Ford,          | Melvin        |
| Fritter, Clara Theresa    | Piatt,         | Monticello    |
| Fritter, Edna Elizabeth   | Piatt,         | Monticello    |
| Fuller, Frances Gracia    | Cook,          | Evanston      |
| Gard, Josepha             | Pike,          | New Canton    |
| Garwood, Anna Sabina      | Fulton,        | Ipava         |
| Gibbs, Anna Maud          | Whiteside,     | Lyndon        |
| Gillan, Anna Marion       | Iroquis,       | Wellington    |
| Gilmer, Lucy Walker       | Adams,         | Quincy        |
| Godwin, Alice             | Pike,          | Pleasant Hill |
| Graham, Ella              | Rock Island,   | Rock Island   |
| Grantvedt, Jennie Mary    | Cook,          | Austin        |
| Griffith, Mabel Frances   | Vermilion,     | Rankin        |
| Griswold, Florence        | Sangamon,      | Springfield   |
| Grubel, Mollie Eilene     | Macon,         | Decatur       |
| Gunsolus, Harriet         | Winnebago,     | Rockford      |
| Hackett, Georgia          | Ogle,          | Harper        |
| Hagan, Emma Mary          | Whiteside,     | Tampico       |
| Hall, Bessie Erwin        | ( Nebraska )   | Omaha         |
| Hallock, Minnie Julina    | Stark          | Osceola       |
| Hamilton, Mary Grace      | DeKalb,        | Malta         |
| Hamilton, Ina Estelle     | McLean,        | Bloomington   |
| Handley, Serena Bernice   | Edwards,       | Grayville     |
| Harpole, Emma             | White,         | Carmi         |
| Hatcher, Ida May          | Adams,         | Quincy        |
| Hawkins, Anna             | Perry,         | Tamaroa       |
| Haynes, Elizabeth Clerk   | McLean,        | Bloomington   |
| Hays, Mayme Maude         | Piatt,         | Bement        |
| Herrington, Minnie        | Peoria,        | Brimfield     |
| Hess, Rutha Blanche       | Pike,          | Milton        |
| Hill, Anne Ophelia        | Adams,         | Quincy        |
| Hollister, Grace          | Iroquis,       | Loda          |
| Horton, Mary Louisa       | Pike,          | Horton        |
| Hummel, Sarah Matilda     | Ford,          | Roberts       |
| Hunter, Mrs. Eda          | McLean,        | Normal        |
| Hussey, Halcyone Belle    | Sangamon,      | Williamsville |
| Jackson, Alice Elizabeth  | Kane,          | Aurora        |
| Jackson, Olive Ruth       | Champaign,     | Champaign     |
| Jacob, Mrs. Ella Leone    | ( Washington ) | Pioneer       |
| Johnson, Beulah Valentine | Cook,          | Chicago       |

| NAMES.                      | COUNTY.      | POST-OFFICE       |
|-----------------------------|--------------|-------------------|
| Johonnott, Nellie           | McHenry,     | Richmond          |
| Jones, Jennie May           | Lee,         | Paw Paw           |
| Kiick, Esther Katherine     | Logan,       | Latham            |
| King, Mabel Hall            | Kane,        | Elgin             |
| Kintz, Daisy Maud           | McLean,      | Bloomington       |
| Kraeger, Grace Clarke       | Kane,        | Aurora            |
| Lantz, Maude Anna           | McLean,      | Bloomington       |
| Larison, Gertrude           | McLean,      | Bloomington       |
| Leischner, Sallie Olive     | Piatt,       | De Land           |
| Lindsey, Lucy Lenore        | Tazewell,    | Lilly             |
| Love, Nellie Hanlon         | Macon,       | Decatur           |
| Lyons, Mary                 | McLean,      | Bloomington       |
| McAllister, Jennie Roxa     | Warren,      | Monmouth          |
| McCord, Grace Amanda        | Putman,      | Granville         |
| McCrea, Edith Burlingame    | Ogle,        | Creston           |
| McCrea, Ida Harkness        | Ogle,        | Creston           |
| McGregor, Elizabeth         | Ogle,        | Byron             |
| McKinney, Mildred Margaret  | Christian,   | Assumption        |
| McReynolds, Dora            | Moultrie,    | Bethany           |
| Maile, Anna Eva             | Will,        | Wilmington        |
| Major, Birdie               | Bureau,      | Walnut            |
| Mann, Frances Bonnel        | Vermilion,   | Danville          |
| Marks, Celoa Edith          | LaSalle,     | Peru              |
| Marshall, Jessie Wilson     | Hamilton,    | McLeansboro       |
| Martin, Blanche Bradford    | Stephenson,  | Winslow           |
| Merk, Frances               | Rock Island, | Rock Island       |
| Meyers, Alice Cora          | Stephenson,  | Florence Station  |
| Meyers, Wilhelmina Adrienna | Stephenson,  | Florence Station  |
| Miller, Adelaide Julia      | McHenry,     | Crystal Lake      |
| Miller, Margaret Caroline   | Kankakee,    | Manteno           |
| Miller, Thena Ellen         | Douglas,     | Tuscola           |
| Mills, Edna Gertrude        | Putnam,      | Clear Creek       |
| Mills, May Katherine        | DeWitt,      | Kenney            |
| Mix, Lida Belle             | Ogle,        | Oregon            |
| Moore, Mary Olive           | Pike,        | Pleasant Hill     |
| Morgan, Mattie              | Shelby,      | Oconee            |
| Morris, Daisy Alice         | McLean,      | Leroy             |
| Morse, Zoa Bertha           | Lake,        | Gilmer            |
| Mossman, Edith Lena         | McLean,      | Normal            |
| Moyer, Verna Alberta        | McLean,      | Saybrook          |
| Muller, Marie C.            | Cook,        | Arlington Heights |
| Muthersbaugh, Emma Mayd     | Macon,       | Decatur           |
| Oakes, Blanche McCormick    | Winnebago,   | Rockford          |

| NAMES.                     | COUNTY.           | POST-OFFICE            |
|----------------------------|-------------------|------------------------|
| O'Brien, Julia Josephine   | <i>De Kalb,</i>   | <i>Elva</i>            |
| Ocheltree, Mabel           | <i>Champaign,</i> | <i>Homer</i>           |
| Ogle, Faye Lela            | <i>Mercer,</i>    | <i>Keithsburg</i>      |
| Oxley, Mary Delima         | <i>Marion,</i>    | <i>Centralia</i>       |
| Patterson, Maud Elma       | <i>Pike,</i>      | <i>Pearl</i>           |
| Pease, Edith Augusta       | <i>Logan,</i>     | <i>Latham</i>          |
| Peeler, Lizzie E.          | <i>*McLean,</i>   | <i>Normal</i>          |
| Pfeil, Mary Esther         | <i>Cass,</i>      | <i>Arenzville</i>      |
| Pitts, Florence Elizabeth  | <i>*McLean,</i>   | <i>Bloomington</i>     |
| Poff, Mary Louise          | <i>Logan,</i>     | <i>Chestnut</i>        |
| Porter, Eliza Wolfe        | <i>*McLean,</i>   | <i>Bloomington</i>     |
| Porter, Nellie             | <i>McLean,</i>    | <i>Bloomington</i>     |
| Potter, Effie Ximena       | <i>Winnebago,</i> | <i>Rockford</i>        |
| Powell, Ellen Gertrude     | <i>Hancock,</i>   | <i>Bowen</i>           |
| Putnam, Helen Clifford     | <i>Sangamon,</i>  | <i>Pleasant Plains</i> |
| Quigg, Etta Grace          | <i>Tazewell,</i>  | <i>Minier</i>          |
| Ratekin, Lola Delle        | <i>Warren,</i>    | <i>Swan Creek</i>      |
| Record, Carrie Ambler      | <i>Macon,</i>     | <i>Decatur</i>         |
| Reeder, Grace              | <i>McLean,</i>    | <i>Normal</i>          |
| Rengel, Elizabeth Bertha   | <i>*McLean,</i>   | <i>Danvers</i>         |
| Renshaw, Jennie            | <i>Fulton,</i>    | <i>Table Grove</i>     |
| Richards, Frances Rebecca  | <i>Cook,</i>      | <i>Evanston</i>        |
| Roberts, Ellen Louis       | <i>Knox,</i>      | <i>Yates City</i>      |
| Ross, Elizabeth Ellen      | <i>McLean,</i>    | <i>Saybrook</i>        |
| Rundle, Phyllis Delle      | <i>Iroquis,</i>   | <i>Loda</i>            |
| Ryan, Elizabeth            | <i>McLean,</i>    | <i>Bloomington</i>     |
| Schiek, Christena          | <i>Will,</i>      | <i>Mokena</i>          |
| Schneider, Louise Dora     | <i>McLean</i>     | <i>Bloomington</i>     |
| Schroeder, Frieda Adelaide | <i>McLean,</i>    | <i>Bloomington</i>     |
| Seeley, Helen Edna         | <i>Schuyler,</i>  | <i>Littleton</i>       |
| Selleck, Mary Camilla      | <i>Iroquois,</i>  | <i>Buckley</i>         |
| Shearer, Lelah             | <i>McHenry,</i>   | <i>Woodstock</i>       |
| Skillin, Florence Bessie   | <i>Cook,</i>      | <i>Oak Park</i>        |
| Skinner, Blanche Alberta   | <i>*McLean,</i>   | <i>Normal</i>          |
| Smith, Kate Belle          | <i>Tazewell,</i>  | <i>Lilly</i>           |
| Sprecher, Elizabeth Esther | <i>Carroll,</i>   | <i>Lanark</i>          |
| Stansbury, Etta Drucilla   | <i>Peoria,</i>    | <i>Brimfield</i>       |
| Steep, Maud Winifred       | <i>Grundy,</i>    | <i>Morris</i>          |
| Stephens, Leilah           | <i>Lee,</i>       | <i>Dixon</i>           |
| Stoner, Effie May          | <i>Marshall,</i>  | <i>Henry</i>           |
| Stuart, Alta Grant         | <i>Macon,</i>     | <i>Oreana</i>          |
| Swingley, Lida Louise      | <i>Winnebago,</i> | <i>Rockford</i>        |
| Thorpe, Luella May         | <i>McLean,</i>    | <i>Normal</i>          |

| NAMES.                        | COUNTY.              | POST-OFFICE.           |
|-------------------------------|----------------------|------------------------|
| Tilsy, Carrie                 | <i>Will,</i>         | <i>Alpine</i>          |
| Titterington, Susan Edgington | <i>Rock Island,</i>  | <i>Rock Island</i>     |
| Tjardes, Ida May              | <i>*McLean,</i>      | <i>Saybrook</i>        |
| Tobey, Litta                  | <i>Macon,</i>        | <i>Decatur</i>         |
| Todd, Henrietta Mason         | <i>Whiteside,</i>    | <i>Sterling</i>        |
| Tregellas, Effie Ada Lillian  | <i>Fulton,</i>       | <i>Astoria</i>         |
| Turner, Gladys                | <i>Shelby,</i>       | <i>Oconee</i>          |
| Unangst, Mabel Alicia         | <i>Stephenson,</i>   | <i>Cockrell</i>        |
| Vincent, Cora Louise          | <i>LaSalle,</i>      | <i>Mendota</i>         |
| Wahl, Nettie May              | <i>Whiteside,</i>    | <i>Sterling</i>        |
| Warner, Marguerite Adelle     | <i>Winnebago,</i>    | <i>Rockford</i>        |
| Warrick, Emma Sabina          | <i>Lasalle,</i>      | <i>LaSalle</i>         |
| Waterman, Clara M.            | <i>Grundy,</i>       | <i>Verona</i>          |
| Watkins, Genorah              | <i>Douglas,</i>      | <i>Newman</i>          |
| Watson, Edith May             | <i>Kane,</i>         | <i>Kaneville</i>       |
| Webber, Helen                 | <i>*McLean,</i>      | <i>Holder</i>          |
| Webster, Nellie Grace         | <i>Iroquois,</i>     | <i>Woodland</i>        |
| Wells, Gertrude               | <i>Winnebago,</i>    | <i>Winnebago</i>       |
| Wheeler, Hattie Mae           | <i>*McLean,</i>      | <i>Normal</i>          |
| Wheeler, Mary                 | <i>Stephenson,</i>   | <i>Freeport</i>        |
| White, Daisy Paota            | <i>Ogle,</i>         | <i>Stillman Valley</i> |
| White, Maria Elizabeth        | <i>Warren,</i>       | <i>Roseville</i>       |
| Whittaker, Sadie Olive        | <i>LaSalle,</i>      | <i>Earlville</i>       |
| Williams, Mary Bradford       | <i>Kendall,</i>      | <i>Yorkville</i>       |
| Wilson, Estella May           | <i>Woodford,</i>     | <i>Secor</i>           |
| Wilson, Lucy Naomi            | <i>Piatt,</i>        | <i>DeLand</i>          |
| Witt, Maria Irene             | <i>Macoupin,</i>     | <i>Virden</i>          |
| Woltman, Helena Olga          | <i>( Missouri, )</i> | <i>Neeper</i>          |
| Woods, Ida Blanche.           | <i>DeKalb,</i>       | <i>Waterman</i>        |
| Wyckoff, Irene Bessie         | <i>Macon,</i>        | <i>Harristown</i>      |
| Young, Adelaide Hayward       | <i>Montgomery,</i>   | <i>Hillsboro</i>       |
| Young, Anna Lou               | <i>( New York, )</i> | <i>Sidney</i>          |
| Adams, Oscar                  | <i>Edgar,</i>        | <i>Scott Land</i>      |
| Ament, Wilbur Frank           | <i>Ogle,</i>         | <i>Kings</i>           |
| Arnett, James H.              | <i>( Ohio )</i>      | <i>New Vienna</i>      |
| Ashworth. Ralph William       | <i>Coles,</i>        | <i>Mattoon</i>         |
| Baker, Frederick Alva         | <i>Clark,</i>        | <i>West Union</i>      |
| Bassler, Herman               | <i>Macon,</i>        | <i>Forsyth</i>         |
| Bonnell, Clarence             | <i>Christian,</i>    | <i>Taylorville</i>     |
| Braden, Behring Erle          | <i>Macon,</i>        | <i>Bearsdale</i>       |
| Bullock, Forrest Minor        | <i>Woodford,</i>     | <i>Eureka</i>          |
| Burner, Clarence Alva         | <i>McLean,</i>       | <i>Normal</i>          |

| NAMES.                         | COUNTY.                | POST-OFFICE         |
|--------------------------------|------------------------|---------------------|
| Capen, Bernard Charles         | <i>McLean,</i>         | <i>Bloomington</i>  |
| Carpenter, Lewis Moffitt       | <i>Stark,</i>          | <i>Wyoming</i>      |
| Carter, Jesse Olin             | <i>Piatt,</i>          | <i>Bement</i>       |
| Cavins, Stanley Thomas         | <i>Coles,</i>          | <i>Mattoon</i>      |
| Conard, James Stiles           | <i>Piatt,</i>          | <i>Monticello</i>   |
| Craigmile, Alexander Homer     | <i>Champaign,</i>      | <i>Gifford</i>      |
| Eaton, Charles David           | * <i>McLean,</i>       | <i>Normal</i>       |
| Edmunds, Ernest Edwin          | * <i>McLean,</i>       | <i>Normal</i>       |
| Fahnestock, Fred               | <i>Madison,</i>        | <i>Wanda</i>        |
| Fairchild, James Albert Leroy  | <i>Edgar,</i>          | <i>Warrenton</i>    |
| Gale, Eli Pike                 | * <i>Kane,</i>         | <i>Aurora</i>       |
| Gowey, Elbert                  | <i>Grundy,</i>         | <i>Gardner</i>      |
| Green, Joseph Wilson           | <i>Will,</i>           | <i>Braidwood</i>    |
| Hilyard, Horace Mann           | <i>Monroe,</i>         | <i>Waterloo</i>     |
| Hipple, Elmer James            | <i>DeKalb,</i>         | <i>Waterman</i>     |
| Houglund, Walter               | <i>Coles,</i>          | <i>Cook's Mills</i> |
| Hultgren, Elmer F.             | <i>Henry,</i>          | <i>Woodhull</i>     |
| Jackson, John Wesley           | <i>Sangamon,</i>       | <i>Buffalo Hart</i> |
| Jacob, William James           | ( <i>Washington,</i> ) | <i>Pioneer</i>      |
| Kennel, John Jacob             | <i>Tazewell,</i>       | <i>Morton</i>       |
| Klaas, Lewis Henry             | <i>DeKalb,</i>         | <i>Hinckley</i>     |
| Kofoid, Reuben                 | * <i>McLean,</i>       | <i>Normal</i>       |
| Livingston, Samuel William     | <i>Madison,</i>        | <i>Poag</i>         |
| Luke, Edward                   | <i>Vermilion,</i>      | <i>Danville</i>     |
| Miner, Thomas Daniel           | <i>Shelby,</i>         | <i>Quigley</i>      |
| Nail, William Franklin         | <i>Montgomery,</i>     | <i>Butler</i>       |
| Otto, Frederick William August | <i>Ford,</i>           | <i>Melvin</i>       |
| Pringle, Maurice Franklin      | <i>Woodford,</i>       | <i>Kappa</i>        |
| Schneider, Christian Ernest    | <i>Peoria,</i>         | <i>Peoria</i>       |
| Sparks, Claude G.              | <i>Tazewell,</i>       | <i>Mackinaw</i>     |
| Spear, Harry George            | <i>Vermilion,</i>      | <i>Bismark</i>      |
| Stout, Henry Field             | <i>Fulton,</i>         | <i>Fairview</i>     |
| Taylor, Myron DeWitt           | <i>McLean,</i>         | <i>Saybrook</i>     |
| Taylor, Samuel Martin          | * <i>McLean,</i>       | <i>Bloomington</i>  |
| Virtue, Ira Sankey             | <i>Jo Daviess,</i>     | <i>Elizabeth</i>    |
| Waterman, Wilbur Ernest        | <i>Grundy,</i>         | <i>Verona</i>       |
| Webster, George Omar           | <i>Montgomery,</i>     | <i>Nokomis</i>      |
| Wickersham, Ellis Bert         | <i>Warren,</i>         | <i>Roseville</i>    |
| Wight, Ambrose B.              | <i>DeWitt,</i>         | <i>Waynesville</i>  |
| Wilson, Rufus Edgar            | <i>Payette,</i>        | <i>Bingham</i>      |



## Students who have completed less than one year's work.

| NAMES.                         | COUNTY.           | POST-OFFICE         |
|--------------------------------|-------------------|---------------------|
| Adams, Inez                    | <i>Lawrence,</i>  | <i>Birds</i>        |
| Albertson, Dorothy Anna        | <i>Tazewell,</i>  | <i>Pekin</i>        |
| Anderson, Lola Belle           | <i>Macon,</i>     | <i>Maroa</i>        |
| Arundale, Mary Ellen           | <i>Stark,</i>     | <i>Bradford</i>     |
| Ashworth, Berta                | <i>Coles,</i>     | <i>Mattoon</i>      |
| Babcock, Laura E.              | <i>Kane,</i>      | <i>Aurora</i>       |
| Barth, Mary Elizabeth          | <i>Stark,</i>     | <i>Wyoming</i>      |
| Barth, Nevada Oella            | <i>Edgar,</i>     | <i>Chrisman</i>     |
| Bartlett, Olive                | <i>Schuyler,</i>  | <i>Rushville</i>    |
| Beals, Jessie Eliza            | <i>Cook,</i>      | <i>Chicago</i>      |
| Bean, Mary Adeline             | <i>Wayne,</i>     | <i>Fairfield</i>    |
| Bear, Jennie Rees              | <i>Hancock,</i>   | <i>Joetta</i>       |
| Beatty, Sadie Estelle          | <i>Champaign,</i> | <i>Howard</i>       |
| Beck, Mabelle Grace            | <i>Piatt,</i>     | <i>DeLand</i>       |
| Benthuyssen, Daisy Dell        | <i>McHenry,</i>   | <i>Nunda</i>        |
| Bergh, Lillie May              | <i>Bureau,</i>    | <i>Wyanet</i>       |
| Berkler, Ada Louelda           | <i>Macon,</i>     | <i>Argenta</i>      |
| Bernst, Mary Christine         | <i>*McLean,</i>   | <i>Bloomington</i>  |
| Bevan, Luella                  | <i>McLean,</i>    | <i>McLean</i>       |
| Biehl, Gertrude Augusta        | <i>Douglas,</i>   | <i>Camargo</i>      |
| Black, Jessie Mary             | <i>Tazewell,</i>  | <i>Green Valley</i> |
| Black, Minnie                  | <i>Tazewell,</i>  | <i>Green Valley</i> |
| Block, Clara Adelheid          | <i>Tazewell,</i>  | <i>Pekin</i>        |
| Borneman, Anna Helen           | <i>Putnam,</i>    | <i>Mt. Palatine</i> |
| Bosworth, Helen Florence       | <i>Cook,</i>      | <i>Evanston</i>     |
| Boyd, Myrtle May               | <i>Woodford,</i>  | <i>Panola</i>       |
| Boyle, Nellie Irene            | <i>Ogle,</i>      | <i>Rochelle</i>     |
| Branson, Edna Lucretia         | <i>Fulton,</i>    | <i>Vermont</i>      |
| Brennan, Lizzie                | <i>Moultrie,</i>  | <i>Dalton City</i>  |
| Brenneman, Ella Johanna        | <i>Tazewell,</i>  | <i>Hopedale</i>     |
| Bricker, Pearl Eddeth          | <i>McLean,</i>    | <i>Normal</i>       |
| Brooks, Genevra                | <i>Mercer,</i>    | <i>New Windsor</i>  |
| Brown, Elizabeth Anne Thompson | <i>Morgan,</i>    | <i>Woodson</i>      |
| Brown, Minnie Ridgley          | <i>McLean,</i>    | <i>Bloomington</i>  |
| Bruce, Frances Pearl           | <i>Logan,</i>     | <i>Beason</i>       |
| Buffett, Harriet Jane          | <i>Lee,</i>       | <i>Dixon</i>        |
| Bunney, Lizzie May             | <i>*McLean,</i>   | <i>Belleflower</i>  |
| Burnett, Marion Wylie          | <i>Kendall,</i>   | <i>Tamarack</i>     |
| Burns, Nellie Frances          | <i>Mason,</i>     | <i>San Jose</i>     |
| Burtis, Pearl Edna             | <i>*McLean,</i>   | <i>Hudson</i>       |
| Byers, Lena Ross               | <i>Knox,</i>      | <i>Altona</i>       |

| NAMES.                      | COUNTY.                  | POST-OFFICE           |
|-----------------------------|--------------------------|-----------------------|
| Cameron, Rachel Catherine   | <i>Washington,</i>       | <i>Ashley</i>         |
| Carlisle, Edna Dean         | <i>Lawrence,</i>         | <i>Chauncey</i>       |
| Carlson Anna Cecilia        | <i>Knox,</i>             | <i>Altona</i>         |
| Case, Clara May             | <i>Will,</i>             | <i>Joliet</i>         |
| Cass, Mattie                | <i>*McLean,</i>          | <i>Bloomington</i>    |
| Church, Ida Estelle         | <i>McLean,</i>           | <i>McLean</i>         |
| Clancey, Nellie Gertrude    | <i>McLean,</i>           | <i>Bloomington</i>    |
| Clark, Grace Darline        | <i>Kendall,</i>          | <i>Plano</i>          |
| Claypool, Ora Belle         | <i>*McLean,</i>          | <i>Gibson</i>         |
| Clithero, Addie Viola       | <i>Grundy,</i>           | <i>Mason</i>          |
| Conger, Ethel Margaret      | <i>*McLean,</i>          | <i>Fletcher</i>       |
| Copp, Sarah Felicia         | <i>Monroe,</i>           | <i>Waterloo</i>       |
| Coriell, Ada L.             | <i>McLean,</i>           | <i>Normal</i>         |
| Corman, Florence Mae        | <i>McLean,</i>           | <i>Bloomington</i>    |
| Corson, Estelle Pearl       | <i>McLean,</i>           | <i>Normal</i>         |
| Cory, Edna                  | <i>Montgomery,</i>       | <i>Butler</i>         |
| Cowden, Mary Eleanor        | <i>( Pennsylvania, )</i> | <i>Worth</i>          |
| Cryer, Minnie Turner        | <i>McLean,</i>           | <i>Covell</i>         |
| Daniel, Laura Anabelle      | <i>St. Clair,</i>        | <i>Belleville</i>     |
| Davis, Mary Priscilla       | <i>Piatt,</i>            | <i>DeLand</i>         |
| Dawson, Lois Lacona         | <i>Edgar,</i>            | <i>Scott Land</i>     |
| Dearth, Hattie Mae          | <i>Woodford,</i>         | <i>El Paso</i>        |
| De Groot, Bertha Alice      | <i>Hancock,</i>          | <i>Augusta</i>        |
| Denham, Pearl               | <i>McLean,</i>           | <i>Bloomington</i>    |
| Desper, Ida Mae             | <i>LaSalle,</i>          | <i>LaSalle</i>        |
| Deverell, Marianna          | <i>Macon,</i>            | <i>Decatur</i>        |
| Dickey, Ida Catherine       | <i>Wayne,</i>            | <i>Fairfield</i>      |
| Downs, Chloe                | <i>*McLean,</i>          | <i>Downs</i>          |
| Duffy, Kate                 | <i>Mason,</i>            | <i>Havana</i>         |
| Duncan, Caroline Elizabeth  | <i>Knox,</i>             | <i>Altona</i>         |
| Durant, Edith Katherine     | <i>Cook,</i>             | <i>Chicago</i>        |
| Eaton, Hattie May           | <i>McLean,</i>           | <i>Normal</i>         |
| Eickhoff, Emma Marie        | <i>McHenry,</i>          | <i>Ridgefield</i>     |
| Eldred, Hattie Bolton       | <i>Grundy,</i>           | <i>Gardner</i>        |
| Ellis, Frances Grattan      | <i>Champaign,</i>        | <i>Gifford</i>        |
| Estes, Myrtle Fay           | <i>Logan,</i>            | <i>Beason</i>         |
| Etling, Ella Kate           | <i>St. Clair,</i>        | <i>Floraville</i>     |
| Ewbank, Maud                | <i>DeWitt,</i>           | <i>Farmer City</i>    |
| Fahrney, Florence Knowles   | <i>Kane,</i>             | <i>Geneva</i>         |
| Farmer, Josephine May       | <i>Marion,</i>           | <i>Patoka</i>         |
| Ferguson, Edith Phila       | <i>McLean,</i>           | <i>Bloomington</i>    |
| Fitzgerald, Mary Rosalba    | <i>St. Clair</i>         | <i>East St. Louis</i> |
| Fitzgerald, Sadie Josephine | <i>Piatt,</i>            | <i>Ivesdale</i>       |

| NAMES.                             | COUNTY.             | POST-OFFICE           |
|------------------------------------|---------------------|-----------------------|
| Ford, Nellie Ellen                 | <i>Tazewell,</i>    | <i>Hopedale</i>       |
| Fort, Estella May                  | <i>DeWitt,</i>      | <i>Kenney</i>         |
| Fulton, Maud Muller                | <i>Cass,</i>        | <i>Ashland</i>        |
| Gaffney, Sarah Adelaide            | <i>McHenry,</i>     | <i>Hartland</i>       |
| Gallant, Minnie Lillian            | <i>Fulton,</i>      | <i>Lewiston</i>       |
| Ganter, Emma Frieda                | <i>St. Clair,</i>   | <i>Floraville</i>     |
| Gard, Lydia                        | <i>Pike,</i>        | <i>Kinderhook</i>     |
| Geuther, Bertha Elizabeth          | <i>Will,</i>        | <i>Mokena</i>         |
| Gibeaut, Stella Maud               | <i>McLean,</i>      | <i>Bloomington</i>    |
| Gideon, Flora Belle                | <i>DeWitt,</i>      | <i>Clinton</i>        |
| Gilbert, Alice Rebecca             | <i>*McLean,</i>     | <i>Normal</i>         |
| Glover, Elleta May                 | <i>Woodford,</i>    | <i>Low Point</i>      |
| Godwin, Lottie                     | <i>Pike,</i>        | <i>Pleasant Hill</i>  |
| Goss, Minnie Belle                 | <i>( Indiana, )</i> | <i>Remington</i>      |
| Graeff, Henrietta Elizabeth        | <i>LaSalle,</i>     | <i>Paw Paw</i>        |
| Gray, Eleanor                      | <i>Adams,</i>       | <i>Coatsburg</i>      |
| Gray, Evalynn Mae                  | <i>LaSalle,</i>     | <i>Streator</i>       |
| Gray, Lillian                      | <i>Adams,</i>       | <i>Coatsburg</i>      |
| Gray, Mattie Agnes                 | <i>Livingston,</i>  | <i>Forrest</i>        |
| Greer, Sarah                       | <i>Cook,</i>        | <i>Evanston</i>       |
| Gregory, Emma                      | <i>*McLean,</i>     | <i>Normal</i>         |
| Griffith, Nellie                   | <i>Vermilion,</i>   | <i>Rankin</i>         |
| Griswold, Emma                     | <i>Piatt,</i>       | <i>Cerro Gordo</i>    |
| Grubb, Anna Mae                    | <i>Adams,</i>       | <i>Payson</i>         |
| Hall, Eva Robinson                 | <i>Vermilion,</i>   | <i>East Lynn</i>      |
| Harrington, Bessie                 | <i>*McLean,</i>     | <i>Normal</i>         |
| Harris, Lila May                   | <i>Cook,</i>        | <i>Chicago</i>        |
| Hausen, Minnie Adella              | <i>Lee,</i>         | <i>Franklin Grove</i> |
| Hayden, Mary Edam                  | <i>McLean,</i>      | <i>Bloomington</i>    |
| Heath, Ora Mae                     | <i>Piatt,</i>       | <i>White Heath</i>    |
| Heller, Gertrude Viola             | <i>Woodford,</i>    | <i>Benson</i>         |
| Herndon, Frances Cordelia Isabella | <i>Tazewell,</i>    | <i>Tazewell</i>       |
| Herrington, Cora Elizabeth         | <i>McLean,</i>      | <i>Bloomington</i>    |
| Heslin, Alice Agnes                | <i>Kane,</i>        | <i>Elgin</i>          |
| Hester, June                       | <i>*McLean,</i>     | <i>Saybrook</i>       |
| Hickey, Kate                       | <i>*McLean,</i>     | <i>Hudson</i>         |
| Hiltabrand, Lulu Jessie            | <i>Marshall,</i>    | <i>Henry</i>          |
| Hinners, Gertrude Emily            | <i>Tazewell,</i>    | <i>Pekin</i>          |
| Hinshaw, Hattie Sue                | <i>*McLean,</i>     | <i>Danvers</i>        |
| Hinshaw, Lettie May                | <i>McLean,</i>      | <i>Woodruff</i>       |
| Hinson, Olive Estella              | <i>Piatt,</i>       | <i>Cisco</i>          |
| Holder, Ella                       | <i>*McLean,</i>     | <i>Normal</i>         |
| Homan, Lucy Fanchion               | <i>Peoria,</i>      | <i>Cramers</i>        |

| NAMES.                      | COUNTY.            | POST-OFFICE           |
|-----------------------------|--------------------|-----------------------|
| Hook, Mrs. Ora Kelso        | <i>Fulton,</i>     | <i>Lewistown</i>      |
| Hopkins, Bessie Lavinia     | <i>Macon,</i>      | <i>Decatur</i>        |
| Hussey, Pearl Charlotte     | <i>Sangamon,</i>   | <i>Williamsville</i>  |
| Hutchins, Minnie M.         | <i>Edwards,</i>    | <i>West Salem</i>     |
| Jack, Edith                 | <i>Fulton,</i>     | <i>Farmington</i>     |
| Jackson, Marguerite Ellen   | <i>Woodford,</i>   | <i>Minonk</i>         |
| James, Blanche              | * <i>McLean,</i>   | <i>Normal</i>         |
| Jefferies, Beatrice May     | <i>Bureau,</i>     | <i>La Moille</i>      |
| Jeffries, Bertha            | <i>Pike,</i>       | <i>Pleasant Hill</i>  |
| John, Sarah Maud            | <i>Iroquois,</i>   | <i>Woodland</i>       |
| Johnston, Nina May          | * <i>McLean,</i>   | <i>Hudson</i>         |
| Jones, Alta May             | * <i>Kankakee,</i> | <i>Kankakee</i>       |
| Jones, Neva Clara           | <i>Whiteside,</i>  | <i>Tampico</i>        |
| Kauble, Nora Pearl          | <i>St. Clair,</i>  | <i>East St. Louis</i> |
| Kelley, Kathryn Frances     | <i>Kane,</i>       | <i>Aurora</i>         |
| Kelly, Anna Myrtle          | <i>Champaign</i>   | <i>Fisher</i>         |
| Kelly, Milchrist De Ette    | <i>Henry,</i>      | <i>Galva</i>          |
| Kerr, Elnora Daisy          | <i>Montgomery,</i> | <i>Nokomis</i>        |
| Keys, Etta                  | <i>Logan,</i>      | <i>Beason</i>         |
| Kindig, Pearl Elizabeth     | <i>Woodford,</i>   | <i>Secor</i>          |
| Killian, Katherine Camillus | * <i>McLean,</i>   | <i>Normal</i>         |
| Kindness, Annie             | <i>Will,</i>       | <i>Lockport</i>       |
| Koehler, Houlda Emelia      | * <i>McLean,</i>   | <i>Normal</i>         |
| Kretsinger, Alice Lillian   | <i>Ogle,</i>       | <i>Leaf River</i>     |
| Landis, Lizzie May          | <i>LaSalle,</i>    | <i>Earlville</i>      |
| Laubenheim, Livonia Lena    | <i>Jefferson,</i>  | <i>Belle Rive</i>     |
| Ledden, Gertrude            | <i>DeWitt,</i>     | <i>Ospur</i>          |
| Leonard, Alice              | <i>Jo Daviess,</i> | <i>Nora</i>           |
| Leonard, Harriet Ada        | <i>Jo Daviess,</i> | <i>Nora</i>           |
| Lewis, Agnes Emily          | <i>Ogle,</i>       | <i>Creston</i>        |
| Lewis, Alta May             | * <i>McLean,</i>   | <i>Saybrook</i>       |
| Lewis, Fannie               | <i>Pike,</i>       | <i>El Dara</i>        |
| List, Clara Melinda         | <i>Livingston,</i> | <i>Strawn</i>         |
| Livett, Edith Mac           | <i>Edgar,</i>      | <i>Hume</i>           |
| Lloyd, Helen Ethel          | * <i>McLean,</i>   | <i>Bloomington</i>    |
| Long, Clara May             | <i>Stark,</i>      | <i>Bradford</i>       |
| Lytle, Nellie Gertrude      | <i>Lee,</i>        | <i>West Brooklyn</i>  |
| McCormick, Nina Mildred     | <i>Menard,</i>     | <i>Greenview</i>      |
| MacDonald, Amy Estelle      | <i>LaSalle,</i>    | <i>Triumph</i>        |
| McDonald, Elizabeth         | <i>LaSalle,</i>    | <i>Streator</i>       |
| McGriff, Mary Barris        | <i>Richland,</i>   | <i>Olney</i>          |
| McGuffie, Elizabeth         | <i>Logan,</i>      | <i>Hartsburg</i>      |
| McKee, Mary Mahala          | <i>Stark,</i>      | <i>Elmira</i>         |

| NAMES.                    | COUNTY.             | POST-OFFICE         |
|---------------------------|---------------------|---------------------|
| McKittrick, Lydia Ann     | <i>Shelby,</i>      | <i>Tower Hill</i>   |
| Main, Maude Alma          | <i>Knox,</i>        | <i>Altona</i>       |
| Maloney, Mary Charlotte   | <i>*McLean,</i>     | <i>Bloomington</i>  |
| Mammen, Vera M.           | <i>*McLean,</i>     | <i>Bloomington</i>  |
| Mann, Isabelle            | <i>Marshall,</i>    | <i>Wenona</i>       |
| Mann, Willametta          | <i>Crarford,</i>    | <i>Robinson</i>     |
| Marsh, Harriet Maud       | <i>McHenry,</i>     | <i>Richmond</i>     |
| Marshall, Birdie Abby     | <i>Peoria,</i>      | <i>Brimfield</i>    |
| Marshall, Cora            | <i>Peoria</i>       | <i>Brimfield</i>    |
| Marshall, Mary Edith      | <i>( Indiana, )</i> | <i>Rensselaer</i>   |
| Martin, Nellie Rebecca    | <i>Tazewell,</i>    | <i>Green Valley</i> |
| Maxcy, Nannie             | <i>Sangamon,</i>    | <i>Pasfield</i>     |
| Meyer, Eliza Mary         | <i>St. Clair,</i>   | <i>Mascoutah</i>    |
| Miller, Mattie Martha     | <i>Douglas,</i>     | <i>Tuscola</i>      |
| Miller, Mina Frieda       | <i>Peoria,</i>      | <i>Elmwood</i>      |
| Miller, Pearl Bae         | <i>Logan,</i>       | <i>Atlanta</i>      |
| Miller, Susan Caroline    | <i>Pike,</i>        | <i>New Salem</i>    |
| Mitchell, Cora            | <i>Moultrie,</i>    | <i>Bethany</i>      |
| Mitchell, Maggie John     | <i>Effingham,</i>   | <i>Dexter</i>       |
| Mize, Sarah Lucinda       | <i>Madison</i>      | <i>Manix</i>        |
| Moon, Minnie              | <i>*McLean,</i>     | <i>Normal</i>       |
| Mooney, Margaret Augusta  | <i>Logan,</i>       | <i>Latham</i>       |
| Moore, Josephine Marie    | <i>McLean,</i>      | <i>Bloomington</i>  |
| Moore, Lizzie Elva        | <i>St. Clair,</i>   | <i>O'Fallon</i>     |
| Morris, Hannah            | <i>Will,</i>        | <i>Joliet</i>       |
| Morris, Josephine Estelle | <i>McHenry,</i>     | <i>Crystal Lake</i> |
| Morris, Louisa M.         | <i>McHenry,</i>     | <i>Crystal Lake</i> |
| Morrissey, Julia Agnes    | <i>Tazewell,</i>    | <i>Hopedale</i>     |
| Morse, Lilly Belle        | <i>Lake,</i>        | <i>Libertyville</i> |
| Mowry, Adah Mary          | <i>Champaign,</i>   | <i>Champaign</i>    |
| Neikirk, Mae Augusta      | <i>Mason,</i>       | <i>Forest City</i>  |
| Nelson, Segrid            | <i>Ford,</i>        | <i>Paxton</i>       |
| Newkirk, Eliza Ann        | <i>Wabash,</i>      | <i>Friendsville</i> |
| Newman, Cecilia Caroline  | <i>Ford,</i>        | <i>Paxton</i>       |
| Nichols, Callie Rovesta   | <i>Macon,</i>       | <i>Macon</i>        |
| Nichols, Martha           | <i>Mercer,</i>      | <i>Hamlet</i>       |
| O'Brien, Nellie Frances   | <i>Woodford,</i>    | <i>Roanoke</i>      |
| Page, Nellie              | <i>Warren,</i>      | <i>Raritan</i>      |
| Parks, Laura Ann          | <i>Effingham,</i>   | <i>Dexter</i>       |
| Parmelee, Nellie May      | <i>Cook,</i>        | <i>Chicago</i>      |
| Patton, Eula Lee          | <i>Christian,</i>   | <i>Assumption</i>   |
| Peck, Vera Maud           | <i>Henry,</i>       | <i>Woodhull</i>     |
| Perkins, Marie Ethel      | <i>Warren,</i>      | <i>Roseville</i>    |

| NAMES.                       | COUNTY.            | POST-OFFICE           |
|------------------------------|--------------------|-----------------------|
| Peterson, Daisy Irene        | <i>Piatt,</i>      | <i>Galesville</i>     |
| Peterson, Ethel Clair        | <i>Grundy,</i>     | <i>Verona</i>         |
| Phillips, Clara Elma         | <i>Macon,</i>      | <i>Decatur</i>        |
| Planck, Eulilla May          | <i>*McLean,</i>    | <i>Hudson</i>         |
| Pond, Ella M.                | <i>Menard,</i>     | <i>Greenview</i>      |
| Pope, Hattie M.              | <i>( Iowa, )</i>   | <i>Davenport</i>      |
| Prince, Sarah Agnes          | <i>Sangamon,</i>   | <i>Mechanicsburg</i>  |
| Putnam, Allie                | <i>Woodford,</i>   | <i>El Paso</i>        |
| Putnam, Lulu                 | <i>Wabash,</i>     | <i>Bellmont</i>       |
| Quinn, Sadie Elizabeth       | <i>Livingston,</i> | <i>Ancona</i>         |
| Rahtge, Harriet Caroline     | <i>Ford,</i>       | <i>Piper City</i>     |
| Richardson, Ellen            | <i>Schuyler,</i>   | <i>Camden</i>         |
| Ripper, Anneva Magdalene     | <i>Tazewell,</i>   | <i>Sands</i>          |
| Rhoades, Frankie Ann         | <i>Coles,</i>      | <i>Mattoon</i>        |
| Roberts, Stella Claudine     | <i>Winnebago,</i>  | <i>Elida</i>          |
| Robertson, Purl              | <i>McLean,</i>     | <i>Bloomington</i>    |
| Rockenfeller, Emma Elizabeth | <i>LaSalle,</i>    | <i>Streator</i>       |
| Roder, Mattie May            | <i>Livingston,</i> | <i>Pontiac</i>        |
| Rogde, Elsie                 | <i>Lee,</i>        | <i>Lee</i>            |
| Rogers, Margaret Ann         | <i>Boone,</i>      | <i>Belvidere</i>      |
| Rose, Alice Lenore           | <i>Whiteside,</i>  | <i>Prophetstown</i>   |
| Rose, Louisa                 | <i>Monroe,</i>     | <i>Columbia</i>       |
| Rose, Mary Clara             | <i>McLean,</i>     | <i>Belleflower</i>    |
| Rulison, Mildred Blanche     | <i>Ford,</i>       | <i>Piper City</i>     |
| Rumer, Minnie Galena         | <i>St. Clair,</i>  | <i>Mascoutah</i>      |
| Rush, Lelah Grace            | <i>Iroquois,</i>   | <i>Milford</i>        |
| Saunders, Celia Eugenie      | <i>Whiteside,</i>  | <i>Tampico</i>        |
| Schertz, Clara Rosa          | <i>Tazewell,</i>   | <i>Deer Creek</i>     |
| Schisler, Mary               | <i>Fulton,</i>     | <i>Astoria</i>        |
| Searles, Alice Mae           | <i>Grundy</i>      | <i>Minooka</i>        |
| Seeley, Eva Belle            | <i>DeKalb,</i>     | <i>Waterman</i>       |
| Serpette, Rose Ellen         | <i>Tazewell,</i>   | <i>Deer Creek</i>     |
| Shellenberger, Anna Beatrice | <i>Tazewell,</i>   | <i>Mackinaw</i>       |
| Shields, Nancy Ann           | <i>Coles,</i>      | <i>Oakland</i>        |
| Shinn, Levina C.             | <i>Coles,</i>      | <i>Mattoon</i>        |
| Shutts, Helen Margarette     | <i>DeKalb,</i>     | <i>Genoa</i>          |
| Sidey, Lorena Churchill      | <i>Lee,</i>        | <i>Franklin Grove</i> |
| Simons, Lora Gale            | <i>Bureau,</i>     | <i>Princeton</i>      |
| Sinclair, Verne              | <i>Cass,</i>       | <i>Ashland</i>        |
| Smalley, Jessie May          | <i>Henry,</i>      | <i>Galva</i>          |
| Smith, Eva Dorcas            | <i>DeWitt,</i>     | <i>Waynesville</i>    |
| Smith, Elizabeth Margaret    | <i>Tazewell,</i>   | <i>Morton</i>         |
| Smith, Ruth Belle            | <i>Tazewell,</i>   | <i>Morton</i>         |



## NAMES.

## COUNTY.

## POST-OFFICE

|                               |                 |             |
|-------------------------------|-----------------|-------------|
| Snider, Evaline               | Champaign,      | Bondville   |
| Snodgrass, Gertrude Constance | Pike,           | Hulls       |
| Spalding, Bessie Blanche      | Macon,          | Decatur     |
| Spargrove, Lura Lucile        | Marshall,       | Wenona      |
| Spring, Nellie                | Marion,         | Centralia   |
| Steichen, Mary Anglique       | Livingston,     | Dwight      |
| Sterrett, Mary Cline          | Macon,          | Decatur     |
| Stewart, Mrs. Blanche         | Edgar,          | Paris       |
| Stone, Flora Estelle          | Douglas,        | Newman      |
| Stonebraker, Elsie May        | Woodford,       | El Paso     |
| Sunderland, Emily Kingman     | Tazewell,       | Delavan     |
| Tanner, Bessie                | Will,           | Wilmington  |
| Thom, Jennie Christina        | Lake,           | Milburn     |
| Thompson, Iva Irene           | Effingham,      | Shumway     |
| Thompson, Millie              | Macon,          | Macon       |
| Thornberry, Eva Coral         | Coles,          | Mattoon     |
| Ticknor, Harriet Isabelle     | Kane,           | Elgin       |
| Tobin, Lenore Gertrude        | Kane,           | Gilberts    |
| Toler, Maud Frances           | Fulton,         | Astoria     |
| Tolladay, Mary                | Macon,          | Decatur     |
| Tolle, Delia                  | Mercer,         | New Boston  |
| Trabue, Josephine Augusta     | Greene,         | Greenfield  |
| Tucker, Harriette May         | Warren,         | Roseville   |
| Uzzell, Florence Lillian      | Madison,        | Bethalto    |
| Vaile, Mary Eleanor           | *(California, ) | San Diego   |
| Vroom, Nettie Ray             | Kankakee,       | Deselm      |
| Waggoner, Jerusha             | Moultrie,       | Bruce       |
| Wagner, Emilie                | Monroe,         | Columbia    |
| Wagner, Louisa Bertha         | Woodford,       | Metamora    |
| Wagner, Minnie Joanna         | LaSalle,        | Peru        |
| Wallace, Lura Margaret        | Warren,         | Coldbrook   |
| Wallace, Mary Jane            | Warren,         | Coldbrook   |
| Walters, Cora Viola           | Kane,           | South Elgin |
| Weldon, Margaret Rose         | *McLean,        | Normal      |
| Wells, Helen Josephine        | LaSalle,        | Streator    |
| Wettstein, Orva Baumbach      | Ogle,           | Rochelle    |
| Wheelwright, Iva Gertrude     | Woodford,       | Roanoke     |
| Whitcher, Viola Gertrude      | Stark,          | Wyoming     |
| White, Grace                  | DeKalb,         | Shabbona    |
| Whitmore, Bessie              | LaSalle,        | Ransom      |
| Wickizer, Sylvia Alyce        | Iroquois,       | Wellington  |
| Wilson, Alice                 | Stephenson,     | Freeport    |
| Winchell, Dollie Edna         | Henry,          | Yorktown    |

| NAMES.                      | OCUNTY.            | POST-OFFICE.           |
|-----------------------------|--------------------|------------------------|
| Witherell, Winifred Helen   | <i>Winnebago,</i>  | <i>Rockford</i>        |
| Wright, Maud Mildred        | <i>Coles,</i>      | <i>Mattoon</i>         |
| Wynd, Mabel Clare           | <i>Tazewell,</i>   | <i>Hopedale</i>        |
| Zoll, Caroline              | <i>LaSalle,</i>    | <i>Rutland</i>         |
| Zoll, Mary Elizabeth        | <i>Fulton,</i>     | <i>Lewistown</i>       |
| Zook, Florence Neal         | <i>Richland,</i>   | <i>Olney</i>           |
| Ashley, Burton Floyd        | <i>*Ford,</i>      | <i>Sibley</i>          |
| Arter, Gilbert Henry        | <i>Knox,</i>       | <i>Galesburg</i>       |
| Atherton, Edward Jonathan   | <i>Sangamon,</i>   | <i>Pleasant Plains</i> |
| Aughinbaugh, Arthur         | <i>Shelby,</i>     | <i>Oconee</i>          |
| Baechler, George Wayland    | <i>Marshall,</i>   | <i>Lacon</i>           |
| Baker, Clarence             | <i>Shelby,</i>     | <i>Prairie Home</i>    |
| Barkmeier, Hiram Jonathan   | <i>Mason,</i>      | <i>San Jose</i>        |
| Barth, Amos Oswald          | <i>Lee,</i>        | <i>Paw Paw</i>         |
| Bartlett, Harry Cyrus       | <i>Madison,</i>    | <i>Collinsville</i>    |
| Beck, William Victor        | <i>Montgomery,</i> | <i>Walshville</i>      |
| Beckett, David Crawford     | <i>(Ohio,)</i>     | <i>Fair Haven</i>      |
| Bennett, Jay S.             | <i>Lee,</i>        | <i>Paw Paw</i>         |
| Berry, Orland Harley        | <i>Pike,</i>       | <i>Pleasant Hill</i>   |
| Billen, Adolph Phillip      | <i>St. Clair,</i>  | <i>Belleville</i>      |
| Borah, James Alfred         | <i>Wayne,</i>      | <i>Fairfield</i>       |
| Britton, Claude Duval       | <i>Mason,</i>      | <i>Mason City</i>      |
| Brooks, Samuel John         | <i>Logan,</i>      | <i>Natrona</i>         |
| Bruce, Benjamin             | <i>Logan,</i>      | <i>Beason</i>          |
| Burner, Charles Ross        | <i>Crawford,</i>   | <i>Robinson</i>        |
| Burroughs, Dillon           | <i>Crawford,</i>   | <i>Oblong</i>          |
| Burton, John Franklyn       | <i>Schuyler,</i>   | <i>Brooklyn</i>        |
| Camp, John Jay              | <i>Woodford,</i>   | <i>Metamora</i>        |
| Campbell, Josephus Winthrop | <i>(Arkansas,)</i> | <i>Point Cedar</i>     |
| Carpenter, Alonzo Creighton | <i>Stark,</i>      | <i>Wyoming</i>         |
| Cavins, Lester Blake        | <i>Coles,</i>      | <i>Mattoon</i>         |
| Clark, Herbert Fletcher     | <i>DeKalb,</i>     | <i>DeKalb</i>          |
| Coates, Lester Helmer       | <i>*McLean,</i>    | <i>Bloomington</i>     |
| Cornell, Edward Pike        | <i>Kane,</i>       | <i>Aurora</i>          |
| Criss, Edward               | <i>Pike,</i>       | <i>Pleasant Hill</i>   |
| Crouch, Samuel              | <i>Henderson,</i>  | <i>Rozetta</i>         |
| Cusick, John Fay            | <i>Edgar,</i>      | <i>Chrisman</i>        |
| Dawson, Judge Leighton      | <i>Edgar,</i>      | <i>Scott Land</i>      |
| Dillavon, Walter Ernest     | <i>Piatt,</i>      | <i>DeLand</i>          |
| Dillon, Ray                 | <i>*McLean,</i>    | <i>Normal</i>          |
| Downs, Elmer Ellsworth      | <i>*McLean,</i>    | <i>Downs</i>           |
| Easley, Joseph Bone         | <i>Sangamon,</i>   | <i>Divernon</i>        |

| NAMES.                      | COUNTY.     | POST-OFFICE.   |
|-----------------------------|-------------|----------------|
| Eggers, Charles             | Bureau,     | Manlius        |
| Ely, William Ray            | Grundy,     | Mazon          |
| Ernst, Jacob Emmett         | Coles,      | Humboldt       |
| Ernst, Reno Montgomery Hest | Shelby,     | Todd's Point   |
| Eustice, James Alfred       | Jo Daviess, | Stockton       |
| Evelsizer, Charles H.       | Tazewell,   | Deer Creek     |
| Fleming, Dio Chalmers       | Fulton,     | Canton         |
| Ford, Edward                | Tazewell,   | Hopedale       |
| For den, James Russel       | Sangamon,   | Springfield    |
| Francis, Charles Henry      | La Salle,   | L'Ostant       |
| Fuller, William Benton      | Iroquois,   | Woodland       |
| Funk, Aaron Lynn            | Piatt,      | Cerro Gordo    |
| Gammill Finis Isgrig        | Coles,      | Frilla         |
| Gaston, William Tracy       | Marion,     | Carter         |
| Gillum, Francis Hill        | Macon,      | Boody          |
| Gore, Charles Philip        | Lawrence,   | Lawrenceville  |
| Graybill, Thomas Perry      | Shelby,     | Clarksburg     |
| Gross, Charles Ellsworth    | Piatt,      | Cerro Gordo    |
| Hainline, Jesse W.          | McLean,     | Normal         |
| Hand, William Sherman       | Crawford,   | Robinson       |
| Hausen, Henry Warren        | Lee,        | Franklin Grove |
| Herington, George B.        | McLean,     | Normal         |
| Hess, Absalom               | Pike,       | Pearl          |
| Hoke, Josiah Campbell       | Moultrie,   | Sullivan       |
| Holeman, Bert William       | Warren      | Roseville      |
| Hollis, David Preston       | Pike,       | Nebo           |
| Hursh, George Roy           | Piatt,      | DeLand         |
| Huston, Robert F.           | Macon,      | Argenta        |
| Jeffries, William Jerdell   | Livingston, | Campus         |
| Jester, Elijah Tilman       | Vermilion,  | Potomac        |
| Jones, Elijah               | Shelby,     | Lakewood       |
| Jones, U. V.                | Edgar,      | Chrisman       |
| Kindness, William John      | Will,       | Lockport       |
| Krug, William Duncan        | Iroquois,   | Thawville      |
| Lane, Arthur Lawrence       | Shelby,     | Tower Hill     |
| Larocque, Zephiere Samuel   | Kankakee,   | Manteno        |
| Larson, George              | Grundy,     | Lisbon         |
| Lindsey, Willard Brinton    | Lawrence,   | Birds          |
| Logan, Chester Russell      | Christian,  | Edinburgh      |
| Logan, Robert Newby         | Coles,      | Ashmore        |
| Lubbers, Reemt Eike         | Logan,      | Emden          |
| McKnight, Joseph            | *McLean,    | Normal         |
| McWherter, Robert Franklin  | Bond,       | Sorento        |

| NAMES.                      | COUNTY.     | POST-OFFICE    |
|-----------------------------|-------------|----------------|
| Madden, Frank E.            | *McLean,    | Normal         |
| Marsh, Charles              | DeWitt,     | Weldon         |
| Melvin, Christopher James   | Ford,       | Piper City     |
| Morgan, George Edward       | Piatt,      | DeLand         |
| Morgan, James William       | Shelby,     | Oconee         |
| Murphy, James Russell       | Whiteside,  | Rock Falls     |
| Noble, Clark                | Jersey,     | Otterville     |
| Norton, Ralph Edgar         | Fulton,     | Farmington     |
| Parker, Abram Hays          | Kankakee,   | Manteno        |
| Parks, Robert C.            | Shelby,     | Quigley        |
| Perring, Roy Dodge          | Champaign,  | Gifford        |
| Petty, Clarence Melville    | Lawrence,   | Sumner         |
| Philbrook, Lowell Mason     | *McLean,    | Normal         |
| Phillips, Eugene Martin     | Stephenson, | Damascus       |
| Pottenger, James Wilson     | Kankakee,   | Kankakee       |
| Poust, Roy Merton           | DeKalb,     | Kingston       |
| Rape, Arthur Orville        | Christian,  | Taylorville    |
| Rayner, Edward S.           | *McLean,    | McLean         |
| Reeder, John Corwin         | Coles,      | Humboldt       |
| Rice, William Grimes        | Coles,      | Mattoon        |
| Richardson, James Harry     | Marion,     | Centralia      |
| Robinson, Isaac Hayes Plant | Will,       | Wilton Center  |
| Rodhouse, Eugene            | Pike,       | Pleasant Hill  |
| Ropp, Alvin K.              | Tazewell,   | Tremont        |
| Ropp, Irwin                 | *McLean,    | Yuton          |
| Rose, Fred Wayland          | Grundy,     | Mazon          |
| Rounds, William Edgar       | *McLean,    | Normal         |
| Ruble, George M.            | Macon,      | Decatur        |
| Russell, Robert Ira         | (Indiana,)  | Remington      |
| Scott, Purl A.              | Edgar,      | Chrisman       |
| Sempsrott, John A.          | Crawford,   | Trimble        |
| Sheffler, William Whitmer   | Shelby,     | Prairie Home   |
| Shempf, Mack William        | Shelby,     | Pana           |
| Shields, John Elburt        | Coles,      | Oakland        |
| Shinkle, Vincent Garman     | McLean,     | Normal         |
| Simmons, Jay Claude         | Hancock     | Fountain Green |
| Skinner, Guy Warren         | *McLean,    | Hudson         |
| Small, Byron Charles        | Grundy,     | Verona         |
| Smith, Gale                 | *McLean,    | Normal         |
| Smith, Louis Meridice       | Pike,       | Nebo           |
| Smith, Orson Ray            | Tazewell,   | Hopedale       |
| Smith, Roy Oden             | Macon,      | Boody          |
| Spainhour, Thomas Abraham   | DeWitt,     | Lane           |

| NAMES.                     | COUNTY.            | POST-OFFICE          |
|----------------------------|--------------------|----------------------|
| Sparks, George Sherman     | <i>Champaign,</i>  | <i>Homer</i>         |
| Spiller, Horace Andrews    | <i>Stephenson,</i> | <i>Lena</i>          |
| Spitzer, Edward            | <i>(Virginia,)</i> | <i>Mayland</i>       |
| Stiffler, Perry            | <i>Grundy,</i>     | <i>Mazon</i>         |
| Stoner, Harold Brinton     | <i>Marshall,</i>   | <i>Varna</i>         |
| Sullivan, William Henry    | <i>Vermilion,</i>  | <i>Blue Grass</i>    |
| *Tobias, Charles Clinton   | <i>Tazewell,</i>   | <i>Allentown</i>     |
| Trimble, Ashley Tell       | <i>Crawford,</i>   | <i>Trimble</i>       |
| Tuttle, George D.          | <i>Kendall,</i>    | <i>Oswego</i>        |
| Ullensvang, Lars           | <i>Lee,</i>        | <i>Steward</i>       |
| †Underwood, James Corbie   | <i>DeWitt,</i>     | <i>Kennedy</i>       |
| Unland, Roscoe Lambert     | <i>Tazewell,</i>   | <i>Delavan</i>       |
| Uzzell, Albert Werner      | <i>Madison,</i>    | <i>Bethalto</i>      |
| Virtue, Joseph Daniel      | <i>Jo Daviess,</i> | <i>Elizabeth</i>     |
| Wakeland, Marion Franklin  | <i>(Indiana,)</i>  | <i>Idarville</i>     |
| Walter, William Oscar      | <i>Stephenson,</i> | <i>Afolkey</i>       |
| Webster, Walter Edwin      | <i>Pike,</i>       | <i>Pleasant Hill</i> |
| Wheelwright, Edward Newton | <i>Woodford,</i>   | <i>Roanoke</i>       |
| White, Forest Charles      | <i>Livingston,</i> | <i>Blackstone</i>    |
| Wilson, Charles Albert     | <i>Vermilion</i>   | <i>Danville</i>      |
| Wilson, James William      | <i>Coles,</i>      | <i>Janesville</i>    |
| Wright, David John         | <i>Sangamon,</i>   | <i>Buffalo Hart</i>  |
| Yoder, Carl Henry          | <i>Iroquois,</i>   | <i>Wellington</i>    |

## Summary.

|                   |   |   |   |     |
|-------------------|---|---|---|-----|
| Special students, | - | - | - | 16  |
| Senior class, -   | - | - | - | 53  |
| Second class, -   | - | - | - | 111 |
| Third class, -    | - | - | - | 263 |
| Fourth class, -   | - | - | - | 446 |
| Total, -          | - | - | - | 891 |

\*Expelled.

†Not permitted to return.

## Table

SHOWING ATTENDANCE BY COUNTIES OF STUDENTS RECEIVING FREE TUITION.

|                |    |                 |    |                   |    |
|----------------|----|-----------------|----|-------------------|----|
| Adams.....     | 8  | Henry.....      | 6  | Morgan.....       | 1  |
| Bond.....      | 2  | Iroquois.....   | 13 | Moultrie.....     | 5  |
| Bureau.....    | 7  | Jasper.....     | 1  | Ogle.....         | 14 |
| Boone.....     | 2  | Jefferson.....  | 1  | Peoria.....       | 7  |
| Carroll.....   | 3  | Jersey.....     | 1  | Perry.....        | 2  |
| Cass.....      | 3  | Jo Daviess..... | 6  | Piatt.....        | 22 |
| Champaign..... | 10 | Kane.....       | 20 | Pike.....         | 23 |
| Christian..... | 13 | Kankakee.....   | 9  | Pulaski.....      | 1  |
| Clark.....     | 1  | Kendall.....    | 6  | Putnam.....       | 6  |
| Clay.....      | 3  | Knox.....       | 7  | Richland.....     | 3  |
| Coles.....     | 21 | Lake.....       | 6  | Rock Island.....  | 3  |
| Cook.....      | 16 | LaSalle.....    | 20 | Sangamon.....     | 13 |
| Crawford.....  | 7  | Lawrence.....   | 5  | Schuyler.....     | 5  |
| DeKalb.....    | 11 | Lee.....        | 13 | Shelby.....       | 19 |
| DeWitt.....    | 13 | Livingston..... | 9  | Stark.....        | 14 |
| Douglas.....   | 6  | Logan.....      | 13 | St. Clair.....    | 13 |
| DuPage.....    | 1  | McDonough.....  | 1  | Stephenson.....   | 12 |
| Edgar.....     | 10 | McHenry.....    | 10 | Tazewell.....     | 37 |
| Edwards.....   | 2  | McLean.....     | 72 | Vermilion.....    | 15 |
| Effingham..... | 3  | Macon.....      | 34 | Wabash.....       | 2  |
| Fayette.....   | 2  | Macoupin.....   | 2  | Warren.....       | 11 |
| Ford.....      | 12 | Madison.....    | 9  | Washington.....   | 1  |
| Fulton.....    | 15 | Marion.....     | 7  | Wayne.....        | 3  |
| Gallatin.....  | 1  | Marshall.....   | 7  | White.....        | 1  |
| Greene.....    | 1  | Mason.....      | 5  | Whiteside.....    | 15 |
| Grundy.....    | 17 | Menard.....     | 2  | Will.....         | 15 |
| Hamilton.....  | 1  | Mercer.....     | 6  | Winnebago.....    | 9  |
| Hancock.....   | 6  | Monroe.....     | 4  | Woodford.....     | 25 |
| Henderson..... | 4  | Montgomery..... | 7  | Other States..... | 23 |

Three other pupils from other states, and seventy-one additional students from McLean county paid tuition at the rate of \$39 per year.



## Pupil Teachers.

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### \*First Class.

BEGGS, DOROTHY K.  
 CHICKEN, SADA R.  
 COOPER, ANNETTE B.  
 CORSON, MABEL MAUDE  
 COWLES, BESSIE A.  
 CURTIS, S. MACY  
 DILLON, JESSIE  
 EDMUNDS, ELMA R.  
 ELLIOTT, GEORGIA  
 FINCHAM, NELLIE  
 FLINN, SARAH L.  
 FRANK, MARGARET  
 GRASSMANN, ADELAIDE A.  
 HAMBLIN, MRS. ELLEN F.  
 HUMPHREY, ANABEL  
 KAISER, WILHELMINE  
 KERNS, CARRIE  
 KING, ANNA  
 LANGE, OTTILIE  
 LENTZ, MARY

LESEM, JOSEPHINE  
 LYONS, MARIEN  
 MONROE, GRACE A.  
 MORSE, FANNIE E.  
 PITTS, HENRIETTA  
 RICKARDS, MARY A.  
 RIGGS, MRS. LILLA D.  
 ROSS, SILVA  
 ROZIENE, ADDIE E.  
 SMITH, NANO P.  
 SNELL, CLARA M.  
 STETZLER, EMMA G.  
 SULLIVAN, MARY  
 TAYLOR, HELEN M.  
 TRAVIS, CARRIE  
 WHITE, DAISY P.  
 WILLIAMS, JULIA  
 WILMER, ANNA  
 WISE, ANNA  
 WRIGHT, EMILIE

BROWN, BENJAMIN F.  
 BUMGARDNER, JOSEPH  
 COLEMAN, LYMAN H.  
 CROCKER, Wm.  
 DOUD, HERMAN  
 EASTWOOD, BYRON E.  
 ELLIOTT, CHARLES H.  
 HESS, ARDIE  
 JOHNSON RILEY O.

MARTIN Wm. W.  
 MIZE, ADDISON RAY  
 MYALL, CHARLES A.  
 PFINGSTEN, GEORGE F.  
 PIKE, WALTER  
 STUART, JOHN P.  
 WAITS, HARMON  
 WILSON, GEORGE S.  
 WOLFE, A. B.

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\*The first-class contains the names of those who have been in school during the year 1897-1898 and have taught four full terms of approved work in the Practice School. Those of the second-class have taught three terms, the third-class two terms, and the fourth-class one term of approved work.

## Second Class.

AUGUSTINE, ORA  
 BAIRD, TINA M.  
 BALDWIN, DELLA L.  
 BARTON, OLIVE L.  
 BRACEY, ELIZABETH M.  
 BRIGGS, FLETA A.  
 CHAMBERLIN, LINNIE  
 CLEVELAND, LIDA  
 DAWSON, OLIVE L.  
 DOLPH, ALICE  
 FRANKLIN, LOIS G.  
 HALLOCK, MINNIE J.  
 HAMILTON, INA  
 HITCHCOCK, ELLA  
 HOLLISTER, GRACE A.

DEWHIRST, SOLOMON H.  
 DICKERSON, OLIVER M.  
 JONES, WALTER R.

HUMMEL, IDA R.  
 LOVERING, HARRIET M.  
 MILLER, MARGARET  
 PECK, LORA B.  
 PORTER, EVA  
 POTTER, EFFIE  
 PUTNAM, HELEN C.  
 SCANLAN, LINA G.  
 SCHNEIDER, LOUISE D.  
 SIMMONS, JESSIE J.  
 STAPLETON, ALBERTA  
 WATSON, ALICE P.  
 WELLS, HELEN P.  
 YOUNG, GRACE

SPARKS, CLAUDE G.  
 WHITTEN, JOHN H.

## Third Class.

ATHONS, SADIE  
 BARR, MABEL  
 BOHRINGER, CORA L.  
 BRANTON, MARY ALICE  
 BUERKIN, KATHERINE  
 CAMPBELL, MARGARETTE B.  
 CARPENTER, KATE E.  
 CLARK, CAROLINE I.  
 CODY, HORTENSE  
 COLEY, MINNIE L.  
 CORMAN, FLORENCE  
 DAVENPORT, BERTHA L.  
 DEVEREL, MARIANNA  
 DROBISCH, ALICE L. W.  
 EBERSOL, MARION M.  
 EDMUNDS, LUCY  
 ELLIOTT, WINIFRED G.  
 ENTLER, TILLIE M.  
 EWEN, ADA E.  
 FLEISCHER, IDA L.  
 FRISTOE, SIDNEY B.  
 GRANTVEDT, JENNIE M.

HALLOCK, MINNIE J.  
 HORTON, MARY L.  
 HUMMEL, SARAH M.  
 INGELS, CARRIE  
 KERR, FANNY  
 KING, MABEL  
 LANTZ, ANNA M.  
 LARISON, GERTRUDE  
 McCREA, IDA H.  
 McKINNEY, JULIA  
 MEEK, FRANCES  
 MILLS, MAY  
 MIX, LIDA B.  
 MIZE, SARAH L.  
 NIXON, ISIDORE A.  
 MUTERSBAUGH, EMMA  
 OAKES, BLANCHE M.  
 OGLE, LENA F.  
 PATTERSON, MAUD E.  
 PHILLIPS, CLARA  
 RECORD, CARRIE  
 SCHNEIDER, MARY L.

SCHIEK, CHRISTINA  
 SEELEY, HELEN E.  
 STERRITT, MARY C.  
 STEPHENS, LULA  
 TOBEY, LITTA  
 TODD, HENRIETTA

ACKERT, ERLE W.  
 DEWHIRST, JOHN M.  
 EDMUNDS, HAROLD  
 GOTT, CHARLES  
 HUMMEL, ADAM A.  
 JACOB, WM. J.  
 McDONALD, DALTON

TRIMBLE, MARY L.  
 VOORHEES, LUCIA I.  
 WARNER, MARGARET  
 WHIGHAM, JEAN  
 WISEMAN, EVA  
 WALTMANN, HELENA

McGUFFIN, RALPH D.  
 MORGAN, ORA S.  
 NORTON, ARCHIE  
 PERRY, WILSON JAMES  
 READHIMER, JEROME E.  
 REECE, JOHN  
 TROXEL, CECIL

## Fourth Class.

BABBS, MARY L.  
 BAKER, GRACE M.  
 BEATTIE, ANNA J.  
 BOSWORTH, LUCY A.  
 BOYLE, EDNA MAY  
 BROADHEAD, ANNA M.  
 BROOKS, CORNELIA  
 BROWN, ELIZABETH  
 BUFFETT, HARRIETT  
 CLANCY, NELLIE T.  
 DAVENPORT, LULU L.  
 DIETZ, CLARA  
 DONOHUE, ANASTACIA  
 DURANT, EDITH K.  
 FAIRCHILD, MYRTLE F.  
 FAIRFIELD, GRACE  
 FRITTER, CLARA T.  
 FRITTER, EDNA E.  
 GILMER, LUCY M.  
 GRAHAM, ELLA  
 HALL, BESSIE E.  
 HAYNES, ELIZABETH C.  
 HATCHER, IDA M.  
 HERRINGTON, MINNIE  
 HESLIN, ALICE A.  
 HILTENBRANDT, JENNIE E.  
 HUSSEY, HALCYON B.  
 JACKSON, ALICE E.

JACOB, MRS. ELLA L.  
 JOHNSTON, ELIZABETH J.  
 LOVE, NELLIE H.  
 LYONS, MARY  
 McALLISTER, JENNIE  
 MANN, FRANCES  
 MILLER, THENA E.  
 MOORE, MARY O.  
 MORRIS, DAISY A.  
 MORSE, ZOA B.  
 MOYER, VERNA A.  
 NEU, ELIZABETH  
 O'BRIEN, JULIA  
 REGENOLD, MABEL Z.  
 RYAN, ELIZABETH,  
 SELLECK, MARY C.  
 SIMONS, LORA G.  
 SITHERWOOD, GRACE  
 TOBIN, LENORE G.  
 TOLLE, DELIA  
 TOLLIDAY, MARY  
 VINCENT, CORA L.  
 WAHL, NETTIE MAY  
 WALLACE, LINA MARG.  
 WELLS, HELEN J.  
 WELLS, MARY J.  
 WILLIAMS, MARY B.  
 WRIGHT, MAUD M.

|                         |                      |
|-------------------------|----------------------|
| BARGER, THOMAS M.       | MINER, THOMAS D.     |
| BRADEN, ERLE            | MORRELL, J. F.       |
| BONNELL, CLARENCE       | NAIL, WILLIAM F.     |
| CARTER, JESSE A.        | NAFFZIGER, SIMON E.  |
| CRAIGMILE, ALEXANDER H. | PRINGLE, M. F.       |
| DWIRE, FRANCIS B.       | RIECHER, SAMUEL E.   |
| FORDEN, JAMES R.        | STOUT, HENRY F.      |
| GREEN, JOSEPH W.        | URBAN, HARVEY BENJ.  |
| HIMES, ROBERT           | WHITE, ALBERT E.     |
| JONES, W. FRANKLIN      | WICKERSHAM, ELLIS B. |
| LIVINGSTON, SAMUEL W.   | YOUNG, JAMES         |
| MARTIN, MYRON S.        |                      |

## Summary.

|                     | MEN      | WOMEN     | TOTAL     |
|---------------------|----------|-----------|-----------|
| First Class, - - -  | 18       | 40        | 58        |
| Second Class, - - - | 5        | 29        | 34        |
| Third Class, - - -  | 14       | 56        | 70        |
| Fourth Class, - - - | 23       | 56        | 79        |
|                     | <hr/> 60 | <hr/> 181 | <hr/> 241 |

## Practice School.

### Grammar Department.

#### GRAMMAR GRADES.

| NAMES.             | COUNTY.              | POST-OFFICE        |
|--------------------|----------------------|--------------------|
| Bishop, Lulu       | <i>McLean,</i>       | <i>Bloomington</i> |
| Bright, Fannie     | <i>McLean,</i>       | <i>Normal</i>      |
| Coen, Margaret     | <i>McLean,</i>       | <i>Normal</i>      |
| Coith, Clara       | <i>McLean,</i>       | <i>Normal</i>      |
| Coith, Edna        | <i>McLean,</i>       | <i>Normal</i>      |
| Condon, Effie      | <i>( Michigan, )</i> | <i>Marquette</i>   |
| Crigler, Nina      | <i>McLean,</i>       | <i>Normal</i>      |
| Dillon, Bessie     | <i>McLean,</i>       | <i>Normal</i>      |
| Dillon, Ethel      | <i>McLean,</i>       | <i>Normal</i>      |
| Gregory, Lois      | <i>McLean,</i>       | <i>Normal</i>      |
| Haitz, Mamie       | <i>McLean,</i>       | <i>Bloomington</i> |
| Hiett, Ola         | <i>McLean,</i>       | <i>Normal</i>      |
| Humphrey, Jessie   | <i>McLean,</i>       | <i>Normal</i>      |
| Jackson, Virginia  | <i>McLean,</i>       | <i>Normal</i>      |
| Johnston, Edna     | <i>McLean,</i>       | <i>Normal</i>      |
| Lutz, Mabel        | <i>McLean,</i>       | <i>Normal</i>      |
| Mace, Ruth         | <i>McLean,</i>       | <i>Normal</i>      |
| Mavity, Mary       | <i>McLean,</i>       | <i>Normal</i>      |
| McMahan, Ella      | <i>Logan,</i>        | <i>Chestnut</i>    |
| McNeil, Grace      | <i>McLean,</i>       | <i>Normal</i>      |
| Milliken, Ora      | <i>McLean,</i>       | <i>Normal</i>      |
| Oringdulph, Bessie | <i>McLean,</i>       | <i>Normal</i>      |
| Poulton, Winnie    | <i>McLean,</i>       | <i>Bloomington</i> |
| Proctor, Norma     | <i>McLean,</i>       | <i>Normal</i>      |
| Rosenberry, Ethel  | <i>McLean,</i>       | <i>Normal</i>      |
| Smith, Helen       | <i>McLean,</i>       | <i>Normal</i>      |
| Smith, Marian      | <i>McLean,</i>       | <i>Normal</i>      |
| Smitson, Laura     | <i>McLean,</i>       | <i>Normal</i>      |
| Stanger, Montanna  | <i>McLean,</i>       | <i>Normal</i>      |
| Thompson, Ethel    | <i>McLean,</i>       | <i>Normal</i>      |
| VanHook, Nellie    | <i>McLean,</i>       | <i>Normal</i>      |
| Waterman, Edna     | <i>Grundy,</i>       | <i>Verona</i>      |

| NAMES.            | COUNTY.                | POST-OFFICE        |
|-------------------|------------------------|--------------------|
| Allen, Jay        | <i>McLean,</i>         | <i>Normal</i>      |
| Beadle, Elbert    | <i>McLean,</i>         | <i>Normal</i>      |
| Beadle, Homer     | <i>McLean,</i>         | <i>Normal</i>      |
| Crigler, Clute    | <i>McLean,</i>         | <i>Normal</i>      |
| Dick, Carl        | <i>McLean,</i>         | <i>Bloomington</i> |
| Dick, Fred        | <i>McLean,</i>         | <i>Bloomington</i> |
| Dillon, Chester   | <i>McLean,</i>         | <i>Normal</i>      |
| Dillon, Ralph     | <i>McLean,</i>         | <i>Normal</i>      |
| Evans, Mark       | <i>McLean,</i>         | <i>Bloomington</i> |
| Gantz, Irvin      | <i>McLean,</i>         | <i>Bloomington</i> |
| Gregory, Herbert  | <i>McLean,</i>         | <i>Normal</i>      |
| Haitz, Charles    | <i>McLean,</i>         | <i>Bloomington</i> |
| Helmick, Russell  | <i>McLean,</i>         | <i>Normal</i>      |
| Hetfield, Miller  | <i>McLean,</i>         | <i>Normal</i>      |
| Hibler, Herbert   | <i>McLean,</i>         | <i>Bloomington</i> |
| Hilyard, Perry    | <i>Monroe</i>          | <i>Waterloo</i>    |
| Hines, William    | <i>McLean,</i>         | <i>Shirley</i>     |
| Hussey, Alfred    | <i>McLean,</i>         | <i>Normal</i>      |
| Hutchin, Elberon  | <i>McLean,</i>         | <i>Bloomington</i> |
| Iliff, Harry      | <i>McLean,</i>         | <i>Normal</i>      |
| Jones, Alba       | <i>McLean,</i>         | <i>Normal</i>      |
| Krebaum, Carl     | <i>Mason,</i>          | <i>Havana</i>      |
| Kuhn, Louie       | <i>McLean,</i>         | <i>Louie</i>       |
| Lindblad, Edwards | <i>McLean,</i>         | <i>Normal</i>      |
| Lord, Emery       | <i>McLean,</i>         | <i>Normal</i>      |
| Lord, Guy         | <i>McLean,</i>         | <i>Normal</i>      |
| Martin, Warren    | <i>McLean,</i>         | <i>Normal</i>      |
| McCord, Freeman   | <i>McLean,</i>         | <i>Normal</i>      |
| McWherter, George | <i>McLean,</i>         | <i>Normal</i>      |
| McWherter, Paul   | <i>McLean,</i>         | <i>Normal</i>      |
| Stansbury, Leslie | <i>McLean,</i>         | <i>Normal</i>      |
| Vaile, William    | <i>( California, )</i> | <i>San Diego</i>   |
| VanHook, Herbert  | <i>McLean,</i>         | <i>Normal</i>      |
| Weldon, James     | <i>McLean,</i>         | <i>Normal</i>      |
| Wentz, Ray        | <i>McLean,</i>         | <i>Normal</i>      |
| Witmer, Leroy     | <i>McLean,</i>         | <i>Normal</i>      |

## PREPARATORY CLASS.

|                  |                |                    |
|------------------|----------------|--------------------|
| Borms, Mary      | <i>Will,</i>   | <i>Peotone</i>     |
| Boyer, Christine | <i>McLean,</i> | <i>Bloomington</i> |
| Bruce, Pearl     | <i>Logan,</i>  | <i>Beason</i>      |
| Cryer, Minnie    | <i>McLean,</i> | <i>Bloomington</i> |
| Denham, Pearl    | <i>McLean,</i> | <i>Bloomington</i> |



| NAMES.                | COUNTY.          | POST-OFFICE     |
|-----------------------|------------------|-----------------|
| Dunmire, Daisy        | Woodford,        | Kappa           |
| Eaton, Mae            | McLean,          | Normal          |
| Ferguson, Edith       | McLean,          | Bloomington     |
| Gregory, Aggie        | McLean,          | Bloomington     |
| Hinshaw, Mae          | McLean,          | Danvers         |
| Homan, Lucy           | Peoria,          | Cramer          |
| James, Anna           | Woodford,        | Roanoke         |
| Jepson, Effie         | McLean,          | Normal          |
| Lewis, Fannie         | Pike,            | El Dara         |
| McKelvie, Mary        | Coles,           | Cook's Mills    |
| Miller, Pearl         | Logan,           | Atlanta         |
| Mund, Bertha          | St. Clair,       | East Corondalet |
| Organ, Della          | Ford,            | Parson          |
| Quinn, Nellie         | McLean,          | Bloomington     |
| Rautz, Carolyn        | Kankakee,        | Bourbonnais     |
| Turner, Carrie        | Woodford,        | Kappa           |
| Waltmann, Matilda     | (Missouri,)      | Neeper          |
| Zeller, Clara         | Woodford,        | Spring Bay      |
| Baum, Otto            | Monroe,          | Wartburg        |
| Fait, Charles         | Sangamon,        | Illioopolis     |
| Franzen, Theodore     | Livingston,      | Odell           |
| Grace, Elijah N.      | Scott,           | Exeter          |
| Herrington, George B. | McLean,          | Normal          |
| James, Roy            | McLean,          | Normal          |
| Krug, W. D.           | Iroquois,        | Thawville       |
| Lengfelder, Louis     | Jefferson,       | Mt. Vernon      |
| Miller, Emile         | McLean,          | Normal          |
| Philbrook, L. M.      | McLean,          | Normal          |
| Pottenger, J. W.      | Kankakee,        | Kankakee        |
| Robinson, Hayes       | Will,            | Wilton Center   |
| Smith, Charles        | McLean,          | Anchor          |
| Stuckey, Leo          | McLean,          | Hudson          |
| Wallace, Charles      | McLean,          | Hudson          |
| Williams, J. H.       | (West Virginia,) | Siloam          |
| Wilson, George        | McLean,          | Normal          |

## NINTH YEAR.

|                    |              |             |
|--------------------|--------------|-------------|
| Broadhead, Lemma   | McLean,      | Normal      |
| Gay, Mary          | Pike,        | Rockport    |
| Richards, Florence | McLean,      | Normal      |
| Shinkle, Alice     | McLean,      | Normal      |
| Snow, Vera         | McLean,      | Bloomington |
| Wilson, Maude      | Rock Island, | Rural       |

| NAMES.           | COUNTY.        | POST-OFFICE        |
|------------------|----------------|--------------------|
| Burt, Asher      | <i>McLean,</i> | <i>Normal</i>      |
| Chambers, Willie | <i>McLean,</i> | <i>Bloomington</i> |
| Gay, James       | <i>Pike,</i>   | <i>Rockport</i>    |
| Howell, Frank    | <i>McLean,</i> | <i>Bloomington</i> |
| Sage, Chester    | <i>McLean,</i> | <i>Normal</i>      |
| Stubblefield,    | <i>McLean,</i> | <i>Normal</i>      |

Summary.

|                    |   |   |   |   |   |     |
|--------------------|---|---|---|---|---|-----|
| Grammar Grades,    | - | - | - | - | - | 68  |
| Preparatory Class, | - | - | - | - | - | 40  |
| Ninth Year,        | - | - | - | - | - | 12  |
| Total,             | - | - | - | - | - | 120 |
| Girls,             | - | - | - | - | - | 61  |
| Boys,              | - | - | - | - | - | 59  |
| Total,             | - | - | - | - | - | 120 |

## Intermediate Department.

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|                    |                    |                    |
|--------------------|--------------------|--------------------|
| Bates, Laura       | Gregory, Lois      | Martens, Anna      |
| Beadle, Mabel      | Haitz, Etta        | Martin, Maude      |
| Beadle, Maud       | Haitz, Mamie       | Moody, Brilla      |
| Bricker, Jessie    | Haney, Alice       | Morse, Marguerite  |
| Brown, Etta        | Heller, Lottie     | Myers, Irene       |
| Coen, Eleanor      | Hibler, Bruce      | Poulton, Winnie    |
| Coith, Edna        | Hiett, Lela        | Schad, Irma        |
| Courtright, Minnie | Hopper, Florence   | Shanklin, Ada      |
| Craig, Edith       | Huffington, Grace  | Sinclair, Anna     |
| Crooks, Lucy       | Irwin, Hazel       | Smith, Alice       |
| Dillon, Alice      | Knott, Grace       | Smith, Helen       |
| Felmley, Mildred   | Lord, Mamie        | Smith, Lucia       |
| Felmley, Ruth      | Mace, Ruth         | Smitson, Nellie    |
| Goodspeed, Ada     | McCormick, Ella    | Taylor, Ocela      |
| Goodspeed, Laura   | McNeil, Grace      | Walker, Mildred    |
| Graves, Helen      | McNeil, Hazel      | Watkins, Alma      |
|                    |                    |                    |
| Beckwith, Harry    | Hargitt, Merton    | Patterson, Stephen |
| Bedinger, Franklin | Hetfield, Miller   | Pollitt, Thurman   |
| Bricker, Norman    | Hook, Kenneth      | Poulton, Chas.     |
| Bright, Reuben     | Hospes, Richard    | Reeves, Elton      |
| Broadhead, Chas.   | Hussey, Alfred     | Reeves, Thornton   |
| Burwell, Clyde     | Jackson, Leigh     | Wayne, Reid        |
| Coith, Alvin       | Jackson, Lester    | Riley, Carl        |
| Crigler, Burr      | Johnson, Roy       | Rollins, Dana      |
| Denton, Earle      | Kettering, Raymond | Rosenberry, Earl   |
| Dick, Harry        | Kirkpatrick, Chas. | Sage, Harold       |
| Dillon, Chester    | Kuhn, Waldo        | Schad, William     |
| Dillon, Claire     | Lindblad, Arthur   | Schad, Stuart      |
| Dillon, Ralph      | Loehr, William     | Shinkle, Eddie     |
| Ferguson, Claude   | Lord, Emory        | Shirk, Willie      |
| Ferguson, Lowell   | Lutz, David        | Stansbury, Leslie  |
| Goodspeed, James   | Mace, Lamar        | Stoltze, Carl      |
| Gregory, Herbert   | Mowrer, Paul       | Van Hook, Herbert  |
| Haitz, George      | Oringdulph, Asa    |                    |

Girls enrolled, 48; boys enrolled, 53; total, 101.

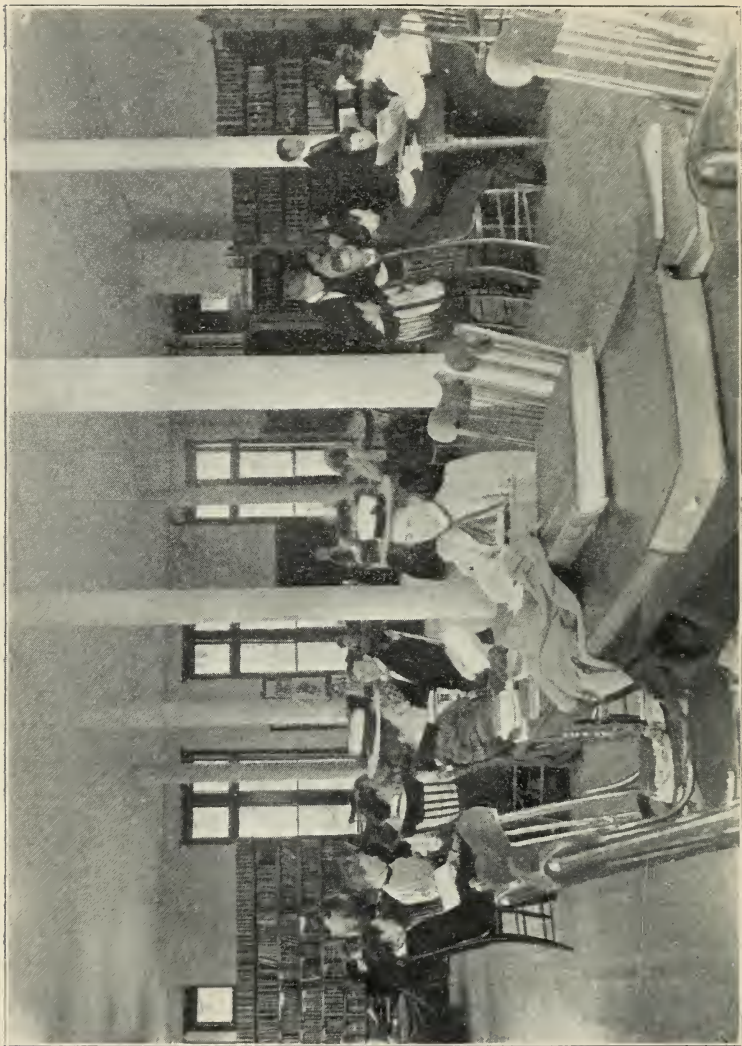
### Primary Department.

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|                     |                    |                    |
|---------------------|--------------------|--------------------|
| Beadle, Ethel       | Hopper, Florence   | Morse, Sadie       |
| Bolin, Bertha       | Johnston, Florence | Morse, Lucile      |
| Bolin, Leota        | Kerrison, Cora     | Ogle, Velma        |
| Brown, Beulah       | Kuhn, Nellie       | Shanklin, Olive    |
| Brown, Verne        | Lewis, Celia       | Sinclair, Anna     |
| Burwell, Alice      | Lindblad, Darlien  | Smith, Lucia       |
| Craig, Edith        | McCormick, Ella    | Stansbury, Anna    |
| Denton, Florence    | McKnight, Myrtle   | Vail, Marguerite   |
| Fairchild, Adelaide | McMurry, Ruth      | VanHook, Ethel     |
| Fisher, Nellie      | McNeil, Hazel      | Wells, Grace       |
| Graves, Helen       | Marshall, Clara    | West, Phyllis      |
| Griggs, Dorothy     | Marshall, Mattie   | Winchell, Hazel    |
| Hamill, Wahneita    | Martens, Louise    | York, Bertha       |
| Hargitt, Daisy      | Miller, Pearl      |                    |
| Bath, Tommy         | Gunnell, Myers     | Mowrer, Edgar      |
| Bricker, Oran       | Haitz, Sammy       | Moyer, Maurice     |
| Burwell, Harold     | Hamill, Eugene     | Ogle, Guy          |
| Clark, Earl         | Hargitt, Merton    | Parmeale, Gilbert  |
| Collins, Irl        | Holder, Charlie    | Palmer, Charles    |
| Davis, William      | Houchin, George    | Patten, Earl       |
| Dewhirst, Joseph    | Irvin, Delmar      | Pitts, Joseph      |
| Dodge, Chester      | Jackson, John      | Rollins, Dana      |
| Eaton, Bennie       | Kerrison, Marcus   | Sage, Harold       |
| Erskine, Ralph      | Lindblad, Nelson   | Saunders, George   |
| Ferguson, Claude    | Lufkin, Hamilton   | Sinclair, Raymond  |
| Ferguson, Herbert   | McMurry, Donald    | Stevenson, Raymond |
| Ferguson, Lowell    | Miner, Charles     | Vencill, Harold    |
| Gardner, Fred       | Moore, Homer       | Young, Fred        |
| Gardner, Lewis      | Morse, Heber       |                    |

Girls enrolled, 41; boys enrolled, 44; total, 85.





In the Library.



## Alumni Register.

1898.

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### Class of 1860.

1. Sarah M. (Dunn) Strickler, 1413 North Nineteenth street, Philadelphia, Pa. 4 years.
2. Elizabeth J. (Mitchell) Christian, Bloomington, Ill. 4 years.
3. Frances A. (Peterson) Gastman. Died February 27, 1863.  $2\frac{1}{2}$  years.
4. Mary F. (Washburn) Hull. Died August 10, 1882.  $1\frac{1}{2}$  years.
5. Enoch A. Gastman, Superintendent City Schools, Decatur, Ill. 38 years.
6. Peter Harper. Died May 30, 1887. 1 year.
7. Silas Hayes, Los Angeles, Cal. 8 years.
8. Joseph G. Howell. Killed at Fort Donelson. 1 year.
9. John Hull, New Whatcomb, Wash. 30 years.
10. Edwin Philbrook. Died February 4, 1890. 20 years.

### Class of 1861.

11. Sophie (Christ) Gill. Died November, 1863.  $1\frac{1}{2}$  years.
12. Amanda O. Noyes. Died February 7, 1864. 2 years.
13. John H. Burnham, Bloomington, Ill. 1 year.
14. Harvey J. Dutton, 808 South street, Springfield, Mo. 9 years.
15. Aaron Gove, Denver, Col. Superintendent City Schools. 31 years.
16. Moses I. Morgan. Died at Cleveland, O., April 10, 1895. 1 year.
17. Henry B. Norton. Died June 22, 1885. 20 years.
18. Peleg R. Walker, Rockford, Ill. Superintendent City Schools. 34 years.

### Class of 1862.

19. Sarah E. Beers, Canton, Ill. 20 years.
20. Elizabeth Carleton, Superintendent Anna Brown Home for the Aged. Quincy, Ill. 22 years.
21. Helen F. (Grennell) Guild, 372 Fairfield avenue, Fort Wayne, Ind. 14 years.
22. Esther M. (Sprague) Legg, 666 Washington Boulevard, Chicago. 19 years.

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NOTE.—The numbers at the right indicate the number of years of educational work done since graduation.

- 23. Emma (Trimble) Bangs, Donnellson, Ill. 12 years.
- 24. Lorenzo D. Bovee, Chetopa, Kas. 13 years.
- 25. James F. Ridlon, Gardner, Kas. 12 years.
- 26. Logan H. Roots. Died at Little Rock, Ark., May 30, 1893. 1 year.

Class of 1863.

- 27. Mary A. Fuller. Died April, 1881. 10 years.
- 28. Sarah F. (Gove) Baldwin, Peoria, Ill. 3 years.
- 29. Abbie (Reynolds) Wilcox, Biwabik, Minn. 2 years.
- 30. Sarah Hackett Stevenson, 322 North State street, Chicago.  
Physician, and Professor in Woman's College. 15 years.
- 31. W. Dennis Hall, 435 Oakley avenue, Chicago. 15 years.
- 32. Ebenezer D. Harris, Lincoln, Neb. 14 years.
- 33. John H. Thompson. Died 1869.  $3\frac{1}{2}$  years.

Class of 1864.

- 34. Harriet E. Dunn, State Normal School, Los Angeles, Cal.  $33\frac{1}{2}$  years.
- 35. Anna (Grennell) Hatfield, La Grange, Ill. 3 years.
- 36. Edith T. (Johnson) Morley, 1524 Eighth avenue, North Minneapolis, Minn. 6 years.
- 37. Isabella Moore. 15 years. Died Jan. 14, 1888.
- 38. Harriet E. Stewart.
- 39. George W. Colvin, San Bernardino, Cal. 17 years.
- 40. Lyman B. Kellogg, Emporia, Kas. 7 years.
- 41. Philo A. Marsh. 1 year. Died April 5, 1887.

Class of 1865.

- 42. Olinda M. (Johnson) Nichols, 198 Walnut street, Aurora, Ill.  $3\frac{1}{2}$  years.
- 43. Almena C. Jones, Canton, Ill. 19 years.
- 44. Lucinda (Standard) Johnson, 619 East Tenth avenue, Winfield, Kas. 9 years.
- 45. Bandusia Wakefield, 805 Ninth street, Sioux City, Iowa. 12 years.
- 46. Thomas J. Burrill, Champaign, Ill. Professor of Horticulture, University of Illinois. 33 years.
- 47. John W. Cook, Normal, Ill. President of Illinois State Normal University. 33 years.
- 48. William Florin, Altamont, Ill. 14 years.
- 49. David M. Fulwiler, 554 Seventy-ninth street, station "P," Chicago, Ill. 5 years.
- 50. Oscar F. McKim, Ft. Madison, Iowa. 22 years.
- 51. Adolph A. Suppiger, 5905 Maple avenue, St. Louis, Mo.
- 52. Melancthon Wakefield, Cherokee, Ia.  $3\frac{3}{4}$  years.

## Class of 1866.

53. Harriet M. (Case) Morrow, 1224 North Court street, Rockford, Ill.  
14 years.
54. Martha Foster, Minneapolis, Kas. 20 years.
55. Harriet A. Fyffe, Hastings, Neb. 10 years.
56. Margaret (McCambridge) Hurd, 1420 Pearl street, Denver, Col.  
1 year.
57. Mary E. Pierce, Normal, Ill. 17 years.
58. Alice (Piper) Blackburn, San Buena Ventura, Cal. 6 years.
59. Helen M. (Plato) Wilbur, 5629 Washington avenue, Chicago, Ill.  
14 years.
60. Sarah E. (Raymond) Fitzwilliams, 4824 Vincennes avenue, Chicago,  
Ill. 26 years.
61. Olive A. (Rider) Cotton, Chicago.  $7\frac{1}{2}$  years.
62. Julia E. (Standard) Frost, Pico Heights, Los Angeles, Cal. 15  
years.
63. Nelson Case, Oswego, Kas. 1 year.
64. Philo A. Clark, Madison, Neb. 4 years.
65. John Ellis, Beatrice, Neb. 7 years.
66. Joseph Hunter. Died April 17, 1880. 2 years.
67. Richard Porter, Salina, Kas. 7 years.

## Class of 1867.

68. Emily C. (Chandler) Hodgin, Richmond, Ind. 2 years.
69. Emily H. (Cotton) Collins, 1400 Vermont street, Quincy, Ill. 9  
years.
70. Nellie Forman, care William C. Forman, office New York *Sun*  
N. Y. 6 years.
71. Mary W. French, Decatur, Ill. Assistant in High School. 30 years.
72. Eurana G. (Gorton) Hanna, Aurora, Ill. 6 years.
73. Mary R. Gorton. Died November 15, 1878. 11 years.
74. Mary (Pennel) Barber, 22 Bryant avenue, Chicago. 5 years.
75. Onias C. Barber, Effingham, Ill. 3 years.
76. John R. Edwards. Died April, 1871.  $2\frac{1}{2}$  years.
77. George S. Hinman, Clearwater, Cal. 5 years.
78. Cyrus W. Hodgin, Richmond, Ind. Professor Earlham College.  
30 years.
79. Fred J. Seybold. Deceased.
80. James S. Stevenson, 3127 Sheridan avenue, St. Louis. Principal  
Clay School. 31 years.

## Class of 1868.

81. Ruth E. (Barker) Hargrove, Nashville, Tenn. 5 years.
82. Ann E. Bullock, Normal, Ill. 4 years.

83. Jemima S. Burson, Pasadena, Cal. 5½ years.
84. Lydia A. Burson, Pasadena, Cal. 14½ years.
85. Etta (Dunbar) Kelso, Longmont, Col. 6 years.
86. Anna C. Gates, 2121 Oregon avenue. Principal Grant and Gravois School, St. Louis. 30 years.
87. Grace S. Hurwood, 1456 Castro street, Oakland, Cal. 23 years.
88. Lucia (Kingsley) Manning, Anderson, Ind. 7 years.
89. Eliza A. (Pratt) Kean, New Troy, Mich. 4 years.
90. Emma T. (Robinson) Kleckner, 1215 Jones street, Sioux City, Ia. 2 1-5 years.
91. Mary J. (Smith) Bogardus, Springfield, Ill. 1 year.
92. Cornelia Valentine. Died June 20, 1877. 8 years.
93. Elma Valentine. Died April 14, 1871. 2¾ years.
94. Clara E. Watts. Died June 4, 1884. 4 years.
95. Stephen Bogardus, Springfield, Ill. Principal Edwards school. 29 years.
96. William A. McBane, Metropolis, Ill. 3 years.
97. Henry McCormick, Normal, Ill. Vice-President and Professor of Geography and History, Illinois State Normal University. 30 years.
98. Jacob R. Rightsell, Little Rock, Ark. Superintendent City Schools. 22 years.
99. William Russell. President Southland College and Normal Institute, Southland, Ark. 27 years.

#### Glass of 1869.

100. Lizzie S. Alden, Atoka, Ind. Ty. 25 years.
101. Melissa (Benton) Overman, Springfield, Mass. 4 years.
102. Ella K. Briggs, 158 South Galena avenue, Freeport, Ill. 23 years.
103. Lucretia (Davis) Ramsey. Died 18—. 2 years.
104. Jane (Pennell) Carter, Champaign, Ill. 6½ years.
105. Maria L. (Sikes) Nichols, 5123 Wentworth avenue, Chicago. 7 years.
106. Helen (Wadleigh) Willis, Danvers, Ill. 3 years.
107. Ben C. Allensworth, Pekin, Ill. 14 years.
108. Alfred C. Cotton, Physician, 198 South Wood street, Chicago. Ill. 6 years.
109. Charles H. Crandell, Batavia, Ill. 22 years.
110. Hugh R. Edwards, Oshkosh, Wis. 15 years.
111. William R. Edwards, Tracy, Minn. 8 years.
112. James W. Hayes, Urbana, Ill. Principal Public Schools. 28 years.
113. Charles Howard.

- 114. Isaac F. Kleckner. Died March 4, 1891: 4 years.
- 115. George G. Manning, Anderson, Ind. 23 years.
- 116. George W. Mason. Died October 8, 1887. 8 years.
- 117. Charles W. Moore, Storm Lake, Ia. 13 years.
- 118. Christopher D. Morey, Surgeon, Aurora, Ill. 5 years.

#### Class of 1870.

- 119. Louisa C. (Allen) Gregory, "The Concord." Washington, D. C. 9 years.
- 120. Barbara Denning, Normal, Ill. 18 years.
- 121. Alice Emmons. Died October 2, 1871. 2 months.
- 122. Clara E. Higby, 146 Park avenue, Chicago. Assistant in West Division High School. 25 years.
- 123. Emma (Howard) Orange, Cal. 4 years.
- 124. Margaret E. (Hunter) Regan, 609 Sixty-sixth street, Englewood, Ill. 4 years.
- 125. Mary L. (Kimberly) Perry, Detroit, Mich. 4 years.
- 126. Mary D. LeBaron, Oneida, Ill. 13 years.
- 127. Letitia (Mason) Quine, 3160 Indiana avenue, Chicago, Ill. 1 year.
- 128. Adella (Nance) Shilton, Kewanee, Ill. 3½ years.
- 129. Adelaide V. Rutherford, Girard, Ill. 6 years.
- 130. Fannie (Smith) Cole, care of Wm. H. Wing, Elgin, Ill. 12 years.
- 131. Armada (Thomas) Bevan, Atlanta, Ill. 7 years.
- 132. Marian (Weed) Martin, Ontario Hotel, Chicago, Ill. 2 years.
- 133. Ben W. Baker, President Chaddock College, Quincy, Ill. 9 years.
- 134. Joseph Carter, Superintendent Public Schools, Champaign, Ill. 19½ years.
- 135. Robert A. Childs, Hindsdale, Ill. 3 years.
- 136. James W. Dewell, Barry, Ill. 16 years.
- 137. R. Arthur Edwards, Banker, Peru, Ind. 8 years.
- 138. Samuel W. Garman, Cambridge, Mass. Assistant in Agassiz's Museum since 1873. 2 years.
- 139. John W. Gibson, Principal of Schools, Naperville, Ill. 24½ years.
- 140. Ben Hunter, Mt. Vernon, Ind. 5 years.
- 141. John W. Lummis, 2416 Webb avenue, Alameda, Cal. 18 years.
- 142. John H. Parr, 3715 Langley avenue, Chicago, Ill. 17 years.
- 143. Levi T. Regan, 609 Sixty-sixth street, Englewood, Ill. Principal Sherman School. 28 years.
- 144. Wade H. Richardson, 602 Frederick street, Milwaukee, Wis. 12 years.
- 145. John W. Smith, 705 Seventeenth street, Denver, Col. 12 years.

## Class of 1871.

146. Charlotte C. (Blake) Myers, 315 South Vermilion street, Streator, Ill. 11 years.
147. Isabella S. (Houston) Tabor, Van Hornellsville, N. Y. 4 years.
148. Julia E. Kennedy, The Temple, Chicago, Ill. 17 years.
149. Harriet E. (Kern) Walker, 828 Fifth street, Des Moines, Iowa. 5 years.
150. Celestia M. Mann. Died 1887. 3 years.
151. Frances L. Moroney, Minneapolis, Minn. 19 years.
152. Frances L. (Rawlings) Cunningham, Princeton, Ill. 4 years.
153. Isabel (Rugg) Reed, Santa Barbara, Cal. 3 years.
154. Frances (Shaver) Thompson, 3726 Langley avenue, Chicago, Ill. 2 years.
155. Emma G. Strain, 418 West Broadway, Louisville, Ky. 11 years.
156. Frances (Weyand) Latham, Will's Point, Tex. 1½ years.
157. William C. Griffith. Died January 13, 1892. 5 years.
158. Henry F. Holcomb. Died October, 1871.
159. Andrew T. Lewis, room 615 Chamber of Commerce, Portland, Ore. 3 years.
160. T. A. H. Norman, Martinsville, Ill. 14 years.
161. Edgar D. Plummer, Heyworth, Ill. 1 year, during course.
162. James O. Polhemus. Died August, 1879. 3½ years.
163. James R. Richardson, Tonti, Ill. 19¼ years.
164. R. Morris Waterman. Died October, 1871.
165. John X. Wilson. Died at Austin, Minn., Dec. 3, 1897. 13 years.
166. John P. Yoder. Died at Needy, Ore., June 1, 1894. 22 years.

## Class of 1872.

167. Anna G. Bowen, 127 Loomis street, Chicago. 6 years.
168. Martha Flemming, City Normal School, Chicago. 26 years.
169. Lenore Franklin, 6456 Dickey street, Chicago. 25 years.
170. Mary C. (Furry) Talbot, Sanfordville, Ill. 16 years.
171. Clara (Gaston) Forbes, Champaign, Ill. 1 year.
172. Anna M. Gladding. Died March, 1882. 4 years.
173. Rachael M. (Hickey) Carr, M. D., Professor of Histology, Woman's Medical College, Chicago, Ill. 10 years.
174. Sarah C. Hunter, 615 Sixty-sixth street, Station O, Chicago, Ill. Head Assistant Henry Clay School. 24 years.
175. Alza (Karr) Blount, Phenix, Ariz. 3 years.
176. Martha G. (Knight) Adam, Normal, Ill. 17 years.
177. Julia F. (Mason) Parkinson. Died August 6, 1879. 3½ years.
178. Emma A. (Monroe) McCracken, 6400 Emerald avenue, Englewood, Ill. 15 years.



179. Julia (Moore) Byerly. Died at Urbana, Ill., March 13, 1898. 1 year.
180. Mary V. Osburn, 2655 Washington avenue, St. Louis. 22 years.
181. Flora (Pennell) Parr, 3715 Langley avenue, Chicago, Ill. 14 years.
182. Alice B. Phillips, 203 Adelphi street, Brooklyn, N. Y. 3 years.
183. Louise Ray, 313 Fourteenth street, Portland, Oregon. 10 years.
184. Alpha Stuart, Principal Jefferson Street School, Bloomington, address Normal, Ill. 25 years.
185. Gertrude (Town) Beggs. Died May 15, 1888. 11 years.
186. Edith (Ward) Roach, Watsonville, California. 10 years.
187. Edwin F. Bacon, Normal School, Oneonta, N. Y. 23 years.
188. Robert H. Beggs, 2427 Ogden street, Denver, Col., Principal Ward School. 26 years.
189. George Blount, Phenix, Ariz. 26 years.
190. James M. Greeley. Died 1883. 2 years.
191. Frank W. Hullinger, Clergyman, Farmington, Ill. 6 years.
192. Elisha W. Livingston, Capron, Ill. 6 years.
193. Thomas L. McGrath. Died ———, 1888. 3 years.
194. Charles D. Mariner. 22 years.
195. Samuel W. Paisley. Died February 3, 1878. 5 years.
196. Frank E. Richey, Lawyer, Laclede Building, St. Louis, Mo. 3 years.
197. Espy L. Smith, M. D., 974 W. Polk street, Chicago. 7 years.
198. John H. Stickney, Toulon, Ill. Principal Public Schools. 26 years.
199. William R. Wallace. Died 1876. 2 years.
200. James M. Wilson, Lincoln, Neb. 13 years.

#### Class of 1873.

201. Lura (Bullock) Elliott, Peoria, Ill.  $3\frac{1}{2}$  years.
202. Mary M. Cox, 312 Van Ness avenue, San Francisco, Cal. 17 years.
203. Ellen S. Edwards, Bloomington, Ill. 4 years.
204. Ida L. Foss, Chicago. 14 years.
205. Mary L. (Hawley) Richardson, 602 Frederick street, Milwaukee, Wis. 7 years.
206. H. Amelia (Kellogg) Bryant, 259 Seminary avenue, Chicago. 23 years.
207. L. Effie Peter, Topeka, Kas. 17 years.
208. Anna V. (Sutherland) Brown. Died July 25, 1894.  $7\frac{3}{4}$  years.
209. May I. Thomas, 535 West Sixty-first street, Chicago. 17 years.
210. Emma (Warne) Hall, Sycamore, Ill. 3 years.
211. L. P. Brigham. Died February, 1892, in Manning, Ia. 6 years.
212. Charles DeGarmo, Swarthmore, Pa. President Swarthmore College. 22 years.

- 213. Jasper F. Hayes, Pasadena, Tex. 10 years.
- 214. Erneis R. E. Kimbrough, Danville, Ill. 1 year.
- 215. George M. LeCrone, Effingham, Ill. 1½ years.
- 216. Walter C. Lockwood. Paid tuition in full after graduation. 6 months.
- 217. Dewitt C. Roberts, Ordway, Col. 11 years.
- 218. Arthur Shores, Great Falls, Mont. 3 years.
- 219. John B. Stoutemeyer, Bradley, Ill. 3 years.
- 220. Felix B. Tait, Decatur, Ill. 2 years.
- 221. J. Lawson Wright, Vineland, Cal. 16 years.

Class of 1874.

- 222. Emily Alden, Governess, Fontanelle, Ia. 15 years.
- 223. Lida (Brown) McMurry, Assistant Training Teacher, Illinois State Normal University. 17 years.
- 224. Eunice Corwin, Lincoln, Ill. 20 years.
- 225. S. Alice Judd, Jefferson High School, Chicago, Ill. 23 years.
- 226. Sarah M. (Littlefield) Simmes, Kalama, Wash. 6 years.
- 227. Mary (McWilliams) Burford, Hoopeston, Ill. 4 years.
- 228. M. Ella Morgan, 1207 L street, N. W., Washington, D. C. 24 years.
- 229. Elizabeth (Peers) Lockwood, Glendale, Ariz. Paid tuition after graduation.
- 230. Emma (Stewart) Brown. Died August 1, 1880. 4 years.
- 231. Vaggie (Woodruff) Evans, Leavenworth, Kas. 2 years.
- 232. I. Eddy Brown, State Secretary Y. M. C. A., 148 Madison street, Chicago. 6 years.
- 233. Francis W. Conrad, Principal of F. St. School, San Bernardino, Cal. 22 years.
- 234. John N. Dewell, Chapin, Ill. 16 years.
- 235. David S. Elliott, Superintendent of Public Schools, Red Bud, Ill. 22 years.
- 236. William A. Evans, Leavenworth, Kas. Principal of High School. 23 years.
- 237. Thomas E. Jones. 9 years.
- 238. William P. McMurry, Normal, Ill. 2½ years.
- 239. Elinzer M. Prindle, Patterson, Ill. 9 years.
- 240. Carlton H. Rew, M.D., Waco, Tex. 8 years.
- 241. William J. Simpson, Sigel, Ill. 7 years.
- 242. Harry A. Smith, Clergyman, 1108 Broadway, Bay City, Mich. 4 years.
- 243. J. N. Wilkinson, Emporia, Kas. Principal Training Department, State Normal School. 24 years.

## Class of 1875.

244. Margarita (McCullough) Sanders, 228 Guthrie street, Ottawa. 8 years.
245. Josephine McHugh, 2301 Douglas street, Omaha, Neb. 22 years.
246. Florence Ohr, 768 Carroll avenue, Chicago. 20 years.
247. Henrietta Watkins, Normal, Ill. 3 years.
248. Mary A. Watkins, Normal, Ill. 1 year.
249. David Ayres, 4638 Emerald avenue, Chicago. 5 years.
250. Robert L. Barton, Chippewa Falls, Wis. Superintendent City Schools. 21½ years.
251. Albert D. Beckhart, Clergyman, Anita, Ia. 4 years.
252. Lewis O. Bryan, Van Buren, Ark. 4 years.
253. W. T. Crow, Georgetown, Ill. Principal of Schools. 9 years.
254. James Ellis, Welsh, Ia. 7 years.
255. Judd M. Fisk, San Antonio, Tex. 6 years.
256. Justin L. Hartwell, Dixon, Ill. 13½ years.
257. Josiah P. Hodge, Alton, Ill. 2 years.
258. U. Clay McHugh. Died July 11, 1878. 1½ years.
259. W. S. Mills, Brooklyn, N. Y. Principal School No. 75. 18 years.
260. James N. Mosher, Smith Center, Kas. Principal Public Schools. 18 years.
261. John L. Shearer, Napa City, Cal. Principal Public Schools. 23 years.
262. Benjamin F. Stocks, Garden City, Kas. 9 years.

## Class of 1876.

263. Mary I. (Bass) Wallace, Delavan, Ill. 9 years.
264. Louisa C. Larrick. Died 1885. 6 years.
265. Mrs. Amanda M. Pusey, Seattle, Wash. 16 years.
266. George H. Beatty, Decatur, Ill. 12 years.
267. Daniel S. Buterbaugh, Principal Bay Farm School, Alameda, Cal. 19 years.
268. William H. Chamberlin, Chicago. Teacher of Science, South Division High School. 21 years.
269. A. M. Crawford, Billings, Mont. 2 years.
270. George W. Dinsmore. Died 1882. 2 years.
271. Lewis C. Daugherty, Principal Ward School, Rock Island, Ill. 22 years.
272. J. Calvin Hanna, 29 South Sixth street, Columbus, O. Principal of South High School. 19 years.
273. Benjamin S. Hedges. Died 1876.
274. Charles L. Howard, Principal Columbia School, St. Louis, Mo. 21 years.

- 275. John T. Johnston, Santa Barbara, Cal. 9½ years.
- 276. Claudius B. Kinyon, Professor in Med. Coll., U. of M.; Surgeon in Chief Univ. Hospital, Ann Arbor, Mich.
- 277. Joseph F. Lyon, Principal of Schools, Pawnee Station, Kas. 19 years.
- 278. Truman B. Mosher, Galena, Kas. Superintendent City Schools. 22 years.
- 279. DeWitt C. Tyler, Physician, Clifton, Kas. 3 years.
- 280. Leroy B. Wood, 114 Third Avenue, North Minneapolis, Minn.

#### Class of 1877.

- 281. Mary A. Anderson, Mt. Sterling, Ill. 18 years.
- 282. Agnes E. (Ball) Thomas, Thomasville, Ill. 12 years.
- 283. Emma E. (Corbett) Parmelee, Normal, Ill. 12 years.
- 284. Nettie (Cox) Smith, Hudson, Ill. 3 years.
- 285. Adeline M. (Goodrich) Soule, M.D., Freeport, Ill.
- 286. Anna L. (Martin) Ayers, 4637 Emerald avenue, Chicago. 3 years.
- 287. Selina M. (Regan) Hunter, Frankfort Station, Ill. 4 years.
- 288. Laura A. Varner, Santa Barbara, Cal. Principal Third Ward. 21 years.
- 289. Wilmis (Varner) Metzger, Geyserville, Cal. 4 years.
- 290. Emily Wing, Los Angeles, Cal., Bradbury Building. 3 years.
- 291. Levi D. Berkstresser, Cedar Rapids, Iowa.
- 292. W. I. Berkstresser, Clergyman, Martinsville, Ill. 2 years.
- 293. Richard G. Bevan, Atlanta, Ill. 4½ years.
- 294. Edwin R. Faulkner, Texarkana, Texas. 16 years.
- 295. Hiram R. Fowler, Elizabethtown, Ill. 8 years.
- 296. Frank B. Harcourt. New York City. 2 years.
- 297. George L. Hoffman, Lawyer, Mt. Carroll, Ill. Paid tuition in full since graduation.
- 298. Albert Snare, Milford, Neb. Principal Public Schools. 20 years.
- 299. Levi Spencer, San Fernando, Cal. 14 years.
- 300. Edwin R. Swett, Muskegon, Mich.

#### Class of 1878.

- 301. Mary M. (Baird) Burger, 727 East 5th street, Pueblo, Col. 16 years.
- 302. P. Evangeline (Caudy) Mitchell, Arcola, Ill. 1 year.
- 303. Jessie (Dexter) Wilder, Belding, Mich. 1 year.
- 304. Eugenia (Faulkner) Williams, 315 Virginia avenue, Kansas City, Kas. 10 years.
- 305. Flora M. (Fuller) Boyd, Messina, Cal. 9 years.
- 306. Sarah C. Martin. Died at Evanston, Ill., March 7, 1890.

307. Ida (Philbrick) Gaston. Died July 2, 1888.
308. Frances Preston. Died May 3, 1882. 4 years.
309. Florence A. Richardson. Died May 5, 1882. 4 years.
310. Helen I. Wykoff, 706 N. 19th street, Omaha, Neb. Principal Ward School. 17 years.
311. Osci J. Bainum, Paxton, Ill. Principal Public School. 20 years.
312. John T. Bowles, DeKalb, Ill. 18 years.
313. Oliver P. Burger. Died June 10, 1889. 2 years.
314. Gilbert A. Burgess, Monticello, Ill. 9 years.
315. A. C. Butler, Kewanee, Ill. Superintendent of Schools. 20 years.
316. Andrew W. Elder, Denver, Col. Principal Ward School. 18½ years.
317. Willis C. Glidden, Physician, Beloit, Kas. Taught 3 years during course.
318. C. G. Laybourn, Minneapolis, Minn. 2 years.
319. Edwin H. Rishel, Atoka, Indian Ty. Superintendent Baptist Academy for Indians. 17 years.
320. William N. Spencer, Yorba, Cal. 11 years.
321. George I. Talbot, DeKalb, Ill. 12 years.

#### Class of 1879.

322. S. Annette Bowman, Moscow, Idaho. Teacher of Drawing and Wood Carving in University of Idaho. 17 years.
323. Amanda M. Crawford, Central High School, Buffalo, N. Y. 10 years.
324. Mary S. (Cummings) Kirk, 461 Sigel street, Decatur, Ill. 2 years.
325. Daisy (Hubbard) Pollit, Frankfort, Ky. 9 years.
326. Harriet E. Morse, Rockford, Ill. 18 years.
327. Nettie (Porter) Powers. Died July 21, 1897. 6½ years.
328. Lizzie (Ross) Cook, 143 Racine avenue, Chicago, Ill. 6 years.
329. Julia (Scott) Hunting, Berea, Ky. 16 years.
330. Emily A. (Sherman) Boyer, Englewood, Ill. 2 years.
331. Jennie L. (Wood) Holmes. Died December 5, 1891. 9 years.
332. E. R. Boyer, Englewood, Ill, 645 Sixty-second street. Teacher of Biology in High School. 17 years.
333. Charles R. Cross, Superintendent of Public Schools, Oconomowoc, Wis. 19 years.
334. Silas Y. Gillan, 487 Milwaukee street, Milwaukee, Wis. Editor *Western Teacher*. 17 years.
335. Horace E. Powers, Scranton, Iowa.
336. William C. Ramsey, Stockton, Cal. Principal Business College. 16 years.

## Class of 1880.

337. Elizabeth Baumgardner. Died June 17, 1898. 16 years.  
338. Helen M. (Baxter) Brakefield, Griggsville, Ill. 3 years.  
339. Lillian M. (Brown) Fairchild, Berea, Ky. 6 years.  
340. May (Hewett) Reeder, Chicopee Falls, Mass. 1 year.  
341. Helen F. (Moore) Sanders. 4 years.  
342. Isabel (Overman) Diehl, 731 Garfield avenue, Pasadena, Cal. 10 years.  
343. Mary E. (Parker) Bixby, McPherson, Kas. 3 years.  
344. Grace N. Weeks, Orlando, Fla. 3 years.  
345. James W. Adams, graduate student Cornell University, Ithaca, N. Y. 11½ years.  
346. Andrew L. Anderson, Trinidad, Col. 9 years.  
347. Alpheus A. Dillon, Normal, Ill. 2 years.  
348. James M. Harper, Conway Springs, Kas. 4 years.  
349. Woodman R. Marriet, M.D., Capron, Ill. 4½ years.  
350. Carleton E. Webster, Chicago. Principal Greenwood avenue School. 18 years.  
351. Edgar Wyatt, Principal of Schools, Strong City, Kas. 7 years.

## Class of 1881.

352. Sarah A. Anderson, Virginia, Ill. 14 years.  
353. Clara A. (Webster) Bowles, DeKalb, Ill. 9½ years.  
354. Mary R. (Gaston) Tear, Chicago. 4 years.  
355. Addie (Gillan) Estee, 1422 Wells street, Milwaukee, Wis. 2½ years.  
356. Mary J. (Gillan) Eastman, Calumet, Mich. 14 years.  
357. Belle Hobbs, DeKalb, Ill. 17 years.  
358. Anna P. Knight, Normal, Ill. ¾ year.  
359. Helen Middlekauff, Sioux City, Iowa. 7 years.  
360. Celia S. Mills, Fairman, Ill. 6 years.  
361. Carrie Rich, 1224 Henry street, Alton, Ill. 16 years.  
362. Mary A. Springer. 1½ years.  
363. Lizzie P. Swan, Whitewater, Wis. Librarian State Normal School. 10 years.  
364. William H. Bean, Blue Mound, Ill. 1 year.  
365. Isaac L. Betzer, Topeka, Kas. 5 years.  
366. Elmer E. Brown. Professor of Pedagogy, University of California, Berkeley. 19 years.  
367. James B. Estee, 1422 Wells street, Milwaukee, Wis. 1 year.  
368. G. Frank Miner, Normal, Ill. 12 years.  
369. Wendell F. Puckett, Wichita, Kas.  
370. Edward Shannon, Quincy, Ill. 8 years.



- 371. Elmer E. Shinkle. Died August, 1881.
- 372. John H. Tear. Died February 15, 1897. 16 years.
- 373. Nathan T. Veatch, Rushville, Ill. Principal Schools. 17 years.
- 374. Charles B. Walter, Alton, Ill. 10 years.

#### Class of 1882.

- 375. Mattie V. (Bean) Garwood, Blue Mound, Ill. 3 years.
- 376. Matilda Glanville. Died 1883. 1 year.
- 377. Camilla Jenkins, Butler, Ill. 8 years.
- 378. Lida A. (Kelly) Bragg, 611 South Eleventh street, St. Joseph, Mo. 7 years.
- 379. Cora (Lurton) Warwick, Nurnberg, Stabinstrasse 7, Germany. 3 years.
- 380. Mattie B. (Maxwell) McPherson, Perry, Iowa. 12 years.
- 381. Lillian W. (Pillsbury) Gates, 2725 North Lincoln street, Ravenswood, Ill. 4 years.
- 382. Mattie L. Powell, 2539 Capitol avenue, Omaha, Neb. 16 years.
- 383. Florence (Hubbard) Leavenworth, 215 and 216 Philadelphia Bank Building, Philadelphia, Pa. 4½ years.
- 384. Louisa M. Scott, 1140 Sherman avenue, Evanston, Ill. 16 years.
- 385. Lettie J. (Smiley) Fraser, Plainfield, Ill. 3 years.
- 386. Charles Fordyce. Professor of Biology, Wesleyan University, Lincoln, Neb. 16 years.
- 387. Jesse F. Hannah, Belvidere, Ill. 2½ years.
- 388. James V. McHugh, Lawyer, Minneapolis, Minn. 3 years.
- 389. Murray M. Morrison, Vinton, Ia. 6 years.
- 390. George W. Reeder, Trinidad, Col. 11 years.
- 391. Milton R. Regan, M.D., Eureka Springs, Ark. 5 years.
- 392. Edwin E. Rosenberry, Mt. Sterling. Died August 30, 1890. 8 years.
- 393. Charles N. Smith, Physician, Homer, Ill. Paid tuition in full.
- 394. William J. Smith. 1 year.
- 395. Evens W. Thomas, Frankfort Station, Ill. 2 years.
- 396. Franklin L. Williams, Clay Center, Kas. 2 years.

#### Class of 1883.

- 397. Lou M. Allen, County Superintendent of Schools, Colorado Springs, Col. 12 years.
- 398. Lincoln I. D. Burr, Winters, Cal. 11½ years.
- 399. Mae F. (Downey) Cox, Hudson, Ill. 2 years.
- 400. Elizabeth S. (Glanville) Houston, Polo, Ill. 3 years.
- 401. Nannie R. Gray. Training Teacher, State Normal School, Stevens Point, Wis. 14 years.
- 402. Mary E. (Hubbard) Heath, Chicago. 5 years.

403. Caroline A. (Humphrey) Reid, Murrayville, Ill. 2 years.
404. Lucy Johnson. Teacher in Kalamazoo College. 623 South street, Kalamazoo, Mich. 11½ years.
405. Mary E. (Kuhn) Kipp, Minonk, Ill. 10 years.
406. Flora A. (Lewis) Rosenberry, Normal, Ill. 4½ years.
407. Alice (McCormick) Trowbridge, Bloomington, Ill. 3 years.
408. Martha G. (Martin) Skewis, Marcus, Ia. 3 years.
409. Hattie Paddock, 146 Garfield Boul., Chicago. 14 years.
410. Ada L. Parsons, Woodstock, Ill. 10 years.
411. May M. (Parsons) Glatfelter, Atchison, Kas. 7 years.
412. Ida M. Porter, Bloomington, Ill. ¼ year.
413. Augusta E. Root, 317 Washington street, Dorchester, Mass. 10 years.
414. Harriet Scott, Rockford, Ill. 4 years.
415. Carrie E. (Smith) Turner, Mt. Sterling, Ill. 4 years.
416. S. Elouise (Smith) Crawford, Hamline, Minn. 1 year.
417. Mary C. Spottswood, Rockford, Ill. Principal Ward School. 15 years.
418. Walter T. Blake, 178 Otter street, Stockton, Cal.
419. Frank Burr, Winters, Cal. 4 years.
420. Andrew Engel, 9227 State street, Chicago, Ill. Lilydale School. 15 years.
421. John L. Hall, Fernwood, Ill. 2 years.
422. George Howell, Scranton, Pa. Superintendent of Schools. 14 years.
423. J. M. Humer, Waverly, Ill. 10 years.
424. John S. Ketterman, Ida Grove, Ia. 5 years.
425. William S. Lewis, 136 Merchant street, Decatur, Ill.
426. Cornelius L. Perry, Normal, Ill. 7 years.
427. Eugene W. Pinkley, Kingsburg, Cal. 11 years.
428. Rudolph R. Reeder, Chicopee Falls, Mass. 10 years.
429. David W. Reid, Physician, Murrayville. 6 years.
430. Edward R. Ristine, Mt. Vernon, Ia. Teacher in Cornell College. 14 years.
431. Fred W. Smedley, Student in University of Chicago. 12 years.
432. Charles H. Tallmadge, C., B. & N. Ry., St. Paul, Minn. Paid tuition in full. 1 year.
433. John N. Wayman, Englewood, Ill. Teacher in High School. 15 years.

#### Class of 1884.

434. M. Emma Biggs, Richard Yates School, Chicago. 13½ years.
435. Zella Campbell. Died February 23, 1892.
436. Ella J. Caughey, 1320 Eleventh street, Seattle, Wash. 11½ years.

437. Carrie A. (Dillon) Milliken. Died December 28, 1892. 2 years.  
438. Clarissa E. Ela. Teacher of Drawing, Illinois State Normal University. 13 years.  
439. Carrie M. (Fuller) Judd, Dixon, Ill. 4 years.  
440. Carrie A. (Gifford) Harvey, West Superior, Wis. 3 years.  
441. Mary M. (Hall) Husted. Private School, Bloomington, Ill. 13 years.  
442. Annie (Hendron) Smith, Mt. Carroll, Ill. 9 years.  
443. Kate (Lunger) Thorp, Boston, Mass. 6 years.  
444. Harriet M. (Montgomery) McClure, Atlanta, Ill. 10 years.  
445. Cora J. Walker, Dwight, Ill.  $3\frac{1}{2}$  years.  
446. Clara A. (Whitcomb) Leaf, Salem, Kas. 6 years.  
447. Edward Aldrich, Key West, Fla.  $1\frac{1}{2}$  years.  
448. David H. Chaplin, Milpitas, Cal. 11 years.  
449. William D. Edmunds, Gardner, Ill. 9 years.  
450. Nathan A. Harvey, West Superior, Wis. Teacher of Science in Normal School. 13 years.  
451. William R. Heath, Room 1009, 100 Washington street, Chicago. 4 years.  
452. Leander Messick, Hill City, Kas. 3 years.  
453. Orris J. Milliken, Principal of Fallon School, Chicago.  $13\frac{1}{2}$  years.  
454. Austin C. Rishel, Chicago. Teacher of Science in Lake View High School. 13 years.  
455. Orville T. Rogers, Clergyman, Rushville, Ill. 2 years.  
456. Monroe W. Utz. Died 1893.  $3\frac{1}{2}$  years.  
457. James C. Wood, Lusk, Wyo.

## Class of 1885.

458. M. Joice Adams, Teacher in High School, Bloomington, Ill. 7 years.  
459. Sue P. Adams, Normal, Ill. 2 years.  
460. Eva M. (Blanchard) Snedaker, Box 245, Pomona, Cal.  $1\frac{1}{8}$  years.  
461. Helen A. Dewey, Colorado Springs, Colo. 10 years.  
462. Agnes (Elliott) Johnson, Ichoufu, China. 5 years.  
463. Maggie J. Grant, Sunny Hill, Ill. 9 years.  
464. Ruby C. (Gray) Jordan, Chicago, Ill. 3 years.  
465. Olive B. (Hubbard) Partridge, 114 South Twenty-ninth street, Omaha, Neb. 9 years.  
466. Luella (McVey) Stafford, Maroa, Ill. 4 years.  
467. Anna Reid, M.D., 918 John street, Seattle, Wash. 10 years.  
468. Katie (Saltsman) Collins, 1003 West Front street, Bloomington, Ill. 6 years.  
469. Helen E. (Savage) Rowley, Lockport, Ill. 4 years.  
470. Lucy E. (Stewart) Brown, Champaign, Ill. 4 years.

471. Emma (Werley) Hausing, Chapaca, Washington. 7 years.
472. Alexander Cation, Walla Walla, Wash. 6 years.
473. Thornton R. Fraser. Drowned while in charge of Golconda Public Schools, 1885.
474. Louis H. Galbreath. Professor of Psychology, Teachers' College, Buffalo, N. Y. 8 years.
475. John H. Glotfelter, Atchison, Kas. Superintendent City Schools. 12 years.
476. Charles L. Howard, Arrowsmith, Ill. 4 years.
477. Lyon Karr, Eureka, Ill. 9 years.
478. John R. Kellogg, Woodstock, Ill. 9 years.
479. Thomas B. McMurray, Divernon, Ill. 8 years.
480. John C. Mountjoy, 5648 Drexel avenue, Chicago. 10 years.
481. Cornelius S. Tarbox, Principal Wm. Penn Nixon School, Chicago. 11 years.
482. Oliver R. Trowbridge, Bloomington, Ill. Lawyer. 4 years.
483. John J. Wilkinson, Student in Germany. 7 years.
484. Thomas E. Will, President State Agricultural College, Manhattan, Kan. 9 years.
485. Isaac H. Yoder, Wellington, Ill. Principal Public Schools. 12 years.

#### Class of 1886.

486. Septina Baker, Oakland, Cal. 6 years.
487. Lutie A. (Bush) Saltonstall. Died January 9, 1889. 1 year.
488. Theodora Gildemeister, Hillsboro, Ill. 11 years.
489. Cora (Glidden) Switzer, Bristol, Pa. 6 years.
490. Lucy D. (Gray) Gridley, Rapid City, S. D. 3 years.
491. Saidee J. Gray, Cairo, Ill. 12 years.
492. Minnie B. (Kelley) Bowles, M.D., Joliet, Ill. 5 years.
493. Mary L. Kimball, Bloomington, Ill., 507 West Locust street. 10 years.
494. Margaret H. J. Lampe, 619 East Chestnut street, Bloomington, Ill. 8 years.
495. Florence (McVay) Custer, Pontiac, Ill. 7 years.
496. Hattie A. Mills. Died July 15, 1890. 4 years.
497. Mary (Piper) Anderson, Charleston, Ill. 8 years.
498. Alma E. (Ross) Belsley. Died October 6, 1895. 1½ years.
499. Olive Sattley, Springfield, Ill. 11 years.
500. May (Shinn) Giddings, Flanagan, Ill. 2½ years.
501. Eva G. (Telford) McClurkin, Sparta, Ill. 6 years.
502. Juliet A. (Wallace) Hitt, 10616 Prospect avenue, Chicago, Ill. 6 years.
503. David W. Creekmur, 933 Marquette Bldg., Chicago, Ill. 8 years.

- 504. Levi R. Fitzer, Capron, Ill. County Superintendent. 10 years.
- 505. John H. Fleming, St. Ignace, Mich. 6 years.
- 506. Charles W. Hart, Woodstock, Ill. Principal Public Schools. 12 years.
- 507. Robert E. Hieronymous, Los Angeles, Cal. State Normal School. 10 years.
- 508. Martin L. McIntyre, Principal of Schools, Nokomis, Ill. 10 years.
- 509. Samuel D. Magers, Principal High School, Dallas, Tex. 9 years.
- 510. Thomas O. Moore, Ottawa, Ill. Teacher in Township High School. 12 years.
- 511. Clarence H. Watt, 304 Forty-first street, Chicago, Ill. 7 years.
- 512. Walter J. Watts, Room 41, 95 Clark street, Chicago, Ill. 2 years.

#### Class of 1887.

- 513. Jennie (Armstrong) Manning, Harrisburg, Ohio. 6 years.
- 514. Mary E. Coffey, Oak Park, Ill. 11 years.
- 515. Rosalia Colburn, Eureka, Ill.  $7\frac{1}{2}$  years.
- 516. Anna L. Colson, Plainfield, Ill. 6 years.
- 517. Martha (Crist) Kasbeer. Died January 30, 1891. 1 year.
- 518. Carrie Crum, Lewiston, Idaho. 9 years.
- 519. Laura L. Furman, Died at Normal, September 16, 1888.
- 520. Carrie B. (Goode) Adams, Ithica, N. Y. 2 years.
- 521. E. Margaret Hursey, Normal, Ill.
- 522. Cynthia A. Rutledge, 1499 Washington Boulevard, Chicago. 7 years.
- 523. Flora B. Smith, 657 West Main street, Decatur, Ill. 11 years.
- 524. Mary J. Watt. Died ———. 7 years.
- 525. Josepha S. E. Witte, Bushnell, Ill. 4 years.
- 526. Jacob S. Cline, 1494 Fulton street, Chicago. 1 year.
- 527. Edwin S. Combs, Carthage, Ill. 7 years.
- 528. John W. Creekmur, 934 Marquette Building, Chicago. 8 years.
- 529. John H. Gray, Professor of Political Economy, N. W. University, Evanston, Ill.  $7\frac{1}{2}$  years.
- 530. George M. Holferty, Cincinnati, O. 5 years.
- 531. Joab R. Kasbeer, Denver, Col. 4 years.
- 532. Thomas M. Kilbride. Principal Ward School, Springfield, Ill. 8 years.
- 533. William J. Rowson, 241 Wabash ave., Chicago, Ill. 10 years.
- 534. Adna T. Smith, Eureka, Ill. Teacher of Music. 3 years.
- 535. Almeron W. Smith, Collegiate Institute, Salt Lake City. 8 years.
- 536. Amos Watkins, Clergyman, Los Animas, Col. 2 years.

## Class of 1888.

537. Maude I. Abbott, 816 East Douglas street, Bloomington, Ill. 5 years.
538. Louise L. (Babcock) Arenschield, Eldon, Iowa. 3 years.
539. M. Sophie Barry, Galena, Ill. 2 years.
540. Mary E. (Corson) Brown, Sparta, Ill. 9 years.
541. Sarah G. (Corson) Laird, Lanark, Ill. 5 years.
542. Ida E. (Crouch) Hazlett, Rico, Col.  $4\frac{1}{2}$  years.
543. Ida L. (Elkins) Stilwell, 2817 North Paulina street, Chicago, Ill. 10 years.
544. Ella M. (Ferris) Kitfield, Denver, Col., cor. Sixteenth and Clarkson. 2 years.
545. Florence M. (Gaston) Smith, Chicago, Ill. 2 years.
546. Hattie M. (Hedges) Patton, Gold Hill, Col. 2 years.
547. Nettie S. Hunter, Flora, Ill. 7 years.
548. Hulda (Koester) Clark, 1251 Stout street, Denver, Col. 4 years.
549. Emma (Lisk) Guthrie. Died October 4, 1891. 1 year.
550. Lydia (Merrill) Tarbox, Mont Clare. 6 years.
551. Emma H. Parker, Stockton, Ill. 7 years.
552. Ellen Reid, 918 John street, Seattle, Wash. 8 years.
553. Anna M. (Smith) Brown, Divernon, Ill. 5 years.
554. Carrie V. (Smith) Stebbins, Salt Lake City. 5 years.
555. Jessie E. (Sumner) McReynolds, Effingham, Ill. 5 years.
556. Mina W. Watson, Chicago, Ill. 8 years.
557. Fred Barton, Pleasant, Hill, Ill. 5 years.
558. Howard S. Brode. Teacher in Beloit College. 6 years.
559. William N. Brown, Des Moines, Iowa. 4 years.
560. Hanan McCarrel, Principal of Schools, Griggsville, Ill. 10 years.
561. Anthony Middleton, Principal of Schools, Chenoa, Ill. 9 years.
562. William Miner, Superintendent of Schools, Pana, Ill. 10 years.
563. William J. Morrison, Teacher in State Normal School, Trenton, N. J. 7 years.
564. Elijah Needham, Ashland, Ill. Principal of Schools. 8 years.
565. Edmand C. Parker, 715 Marion street, Oak Park, Ill. 3 years.
566. Charles F. Philbrook, Principal Public Schools, Rochelle, Ill. 10 years.
567. Francis M. Richardson, Superintendent of Schools, Lincoln, Ill.  $9\frac{1}{2}$  years.
568. Lewis Rhoton, Little Rock, Ark. 8 years.
569. Edmund B. Smith, Teacher of Biology, 5558 Lexington Avenue, Chicago, Ill.  $8\frac{1}{2}$  years.
570. James W. Tavener, Bloomington, Ill. 9 years.
571. Washington Wilson, Chico, Cal. 9 years.



## Class of 1889.

572. M. Kate (Bigham) Brode, Beloit, Wis. 4 years.
573. Anna M. Brisbane. Died August, 1891. 2 years.
574. Maggie H. (Brown) Aldrich, Keokuk, Iowa. 5 years.
575. Margaret (Burns) Shry, Porterville, Cal. 3 years.
576. Luella M. Denman. Teacher of English, Illinois Wesleyan University, Bloomington, Ill. 6 years.
577. Florence (Guthrie) Hutchings, San Bernardino, Cal. 7 years.
578. Estella L. (Hurd) Adams, El Paso, Ill. 4 years.
579. Elizabeth K. (McElroy) Rishel, Rinconada, N. M. 9 years.
580. Cora F. Philbrook, Normal, Ill. 5 years.
581. Sara L. (Saltzman) Rhea, 1212 North Oak street, Bloomington, Ill. 2 years.
582. Minnie E. Wilson, Hing Hua, China, Missionary.  $3\frac{1}{2}$  years.
583. William Aldrich, Keokuk, Iowa. 8 years.
584. Sherman Cass, Principal Pubic Schools, Homer, Ill. 9 years.
585. Charles M. Fleming, Stewardson, Ill. Principal of Schools. 9 years.
586. Enoch A. Fritter, Normal, Ill. Principal of Schools. 9 years.
587. William J. Galbraith. Teacher of Grammar and Reading, State Normal School, Whitewater, Wis. 3 years.
588. Richard Heyward, Yorkville, Ill. Principal of Schools. 8 years.
589. Albert E. Jones, Lena, Ill. 7 years.
590. George A. Weldon, Pontiac, Ill. Principal of Schools. 8 years.
591. Frank L. Young, Cambridge, Mass.

## Class of 1890.

592. Julia M. Case, Earlville, Ill.  $3\frac{1}{2}$  years.
593. Mary R. Cleveland, Normal, Ill. 5 years.
594. Alfaretta Fisher, Aledo, Ill. 8 years.
595. N. Lee (Foley) Luce, 308 Maple avenue, Oak Park, Ill. 4 years.
596. Minnie L. Gay, Southland, Ark. 8 years.
597. Honor (Hubbard) Easton, Hudson, Ill. 4 years.
598. Rose W. Humphrey, Neenah, Wis. 7 years.
599. Hattie H. Lischnewschi, Chicago, Ill.
600. Alice J. Patterson, Normal, Ill.  $7\frac{1}{2}$  years.
601. Thirza M. Pierce, Bartlett, Ill. 4 years.
602. Cora M. Porterfield, 3715 Langley avenue, Chicago. 6 years.
603. Margaret C. Power, Pontiac, Ill. 8 years.
604. A. Laurie (Renshaw) Frazeur, Chicago, Ill. 1 year.
605. Lavina E. Roberts, Pittsfield, Ill. Editor *People's Advocate*.
606. Belle C. Robinson, Mont Clare, Ill.  $1\frac{1}{2}$  years.
607. Alice E. Smart, Scales Mound, Ill.  $\frac{1}{2}$  year.

608. Maggie L. Smith. Student at Wesleyan University. Normal, Ill. 5 years.
609. Cora E. (Snider) Irwin, Normal, Ill.
610. Maud Valentine, Normal, Ill. Assistant Training Teacher, State Normal School. 8 years.
611. Nellie M. Wheeler. Died March 25, 1891.
612. Mary Lou Whitney, Austin, Ill. 7 years.
613. Ida Woods, Monmouth, Ill. 5 years.
614. Emily C. (Zigler) Coats, Penrose, Ill. 6 years.
615. Rudolph H. H. Blome, Student in Germany.  $6\frac{1}{2}$  years.
616. Lyman W. Childs, 55 Archwood avenue, Cleveland, Ohio. Paid tuition since graduation. 1 year.
617. Louis B. Easton, Hudson, Ill. 6 years.
618. Emil R. Greabeiel, Elm Creek, Neb. 3 years.
619. John W. Hall, Camargo, Ill. 4 years.
620. Lincoln E. Harris, Colorado Springs, Col. 5 years.
621. Dudley G. Hayes, Englewood, Ill. Instructor in Science in City Normal School. 8 years.
622. Frank E. King. 3 years.
623. Charles V. McReynolds, Effingham, Ill. Principal Public Schools. 8 years.
624. Harry C. Metcalf. Student in Germany.
625. Charles A. Perkins, Pullman, Wash.  $6\frac{1}{2}$  years.
626. K. Girard Whittaker, East St. Louis, Ill. 5 years.
627. Albert N. Young. Student in University of Chicago. 5 years.

#### Class of 1891.

628. Trophie J. (Amerman) Snyder, Flora, Ill.  $2\frac{1}{4}$  years.
629. Clara B. Bishop, Piper City, Ill. 3 1-5 years.
630. Kate E. Conover, Critic Teacher State Normal School, N. D., Peculiar, Mo. 7 years.
631. Bessie (Curtis) Young, Chicago, Ill. 6 years.
632. Carrie E. (Flinn) Moreland, 484 Burnside street, Portland, Ore. 4 years.
633. Rebecca A. Foley, Rushville, Ill. 6 years.
634. Emma Hill, West Point, Miss. 6 years.
635. Grace Hite, East St. Louis, Ill. 7 years.
636. Anna M. (Kienzle) Wheeler, 1345 Rokeby street, Chicago. 3 years.
637. Bessie A. McCann, Normal, Ill. 5 years.
638. Sara A. McGill, Austin, Ill. 6 years.
639. Edna (Mettler) Stowell, Hannibal, Mo. 2 years.
640. Alice L. Raymond, Vacaville, Cal. 2 years.
641. Maud M. Root, Los Angeles, Cal. 6 years.

642. Katherine G. (Spear) Hadfield, Milwaukee, Wis. 2 years.
643. Emma (Spurgeon) Dixon, 5809 Jackson avenue, Chicago. 2 years.
644. Lillian (Thompson) Tucker, Warrensburg, Ill. 3 years.
645. Lucy E. Wallace, 109 Bowen Place, Joliet, Ill. Teacher in Chicago Schools. 6 years.
646. Charles A. Armstrong, Lincoln, Ill. 5 years.
647. John H. Cox, Educational Director Y.M.C.A., 52 E. Twenty-third street, New York City. 5 years.
648. William S. Dewhirst, office Auditor for War Department, Washington, D. C.
649. Philip H. Erbes, 627 Davis avenue, Chicago.
650. James J. Ferguson, Chebanse, Ill. Principal of Schools. 7 years.
651. Casper G. Hanawalt, M.D., Lisbon, Ill. 3 years.
652. William D. Hawk, Colfax, Ill. 4 years.
653. Grant Karr, Student at Jena, Germany. 4 years.
654. William H. Kring, Bloomington, Ill. 1 year.
655. Bertrand D. Parker, Jr. Principal of High School, Rockford, Ill. 5 years.
656. James B. Pollock, Ann Arbor, Mich. 2 years.
657. George W. Reid, Wenona, Ill. Principal Public Schools. 7 years.
658. James J. Sheppard, Head of Department of History and Civics, Boys' High School, New York City. Teacher in High School. 4 years.
659. Charles C. Wilson, 285 Barrow street, Jersey City, N. J. 4 years.

#### Class of 1892.

660. Ella M. Andrew, 350 E. Chicago avenue, Chicago, Ill. 6 years.
661. Ruth C. Baller, Bloomington, Ill. 6 years.
662. Alma (Boyer) Hatch, Oak Park, Ill.
663. Eliza Breuer, Sandwich, Ill. 3½ years.
664. Caroline M. Butterfield, Denver, Col. 2 years.
665. Florence J. Clark, DeKalb, Ill. 6 years.
666. Ellen R. (Connett) Detweiler, 1314 S. Twenty-seventh street, Omaha, Neb. 3 years.
667. Bella L. Cook, 1507 Oakdale avenue, Chicago, Ill. 4 years.
668. Etta Fordyce, Monmouth, Ill. 6 years.
669. Belinda E. (Garrison) Miller, Jerseyville, Ill. 2 years.
670. Hattie J. Gaston, Chicago, Ill. 2 years.
671. Cora (Laign) Rigby, Oak Park, Ill. 2 years.
672. Katherine E. McGorray, 877 S. Webster street, Decatur, Ill. 6 years.
673. Mary E. Maginnis, Morgan Park, Ill. 4 years.
674. Mary Neff, Tracy, Minn. 5½ years.

675. Jessie Peasley, Bloomington, Ill. 6 years.  
676. Phebe R. Vail, Lone Tree, Ill. 3 years.  
677. Minnie Whitham, Oak Park, Ill. 6 years.  
678. James E. Ament. 4 years.  
679. Frank G. Blair, Principal Franklin School, Buffalo, N. Y. 5 years.  
680. Edwin L. Boyer. Principal High School, Bloomington, Ill. 6 years.  
681. R. Olin Butterfield, Denver, Col. 3 years.  
682. Elmer W. Cavins. Assistant State Normal University, Normal, Ill. 6 years.  
683. Cary R. Colburn. Principal Broadway High School, West Superior, Wis. 4 years.  
684. Lewis W. Colwell. Principal Linne School, 1661 N. Troy street, (Station G), Chicago, Ill. 4 years.  
685. S. A. D. Faris. Principal of High School, Augusta, Ill. 6 years.  
686. William C. Fulton, Roanoke, Ill. 1 year.  
687. G. Charles Griffiths, Principal of Grammar School, Austin, Ill. 6 years.  
688. Luther A. Hatch, Principal Ward School, Oak Park, Ill. 6 years.  
689. Charles C. Herren, 306 N. Park avenue, Austin, Ill. 3 years.  
690. Morris E. Killam, Tower Hill, Ill. 3 years.  
691. Mack M. Lane, Hegewisch, Ill. Principal Henry Clay School, Chicago. 6 years.  
692. John B. Moulton, Henson Park, Ill. 5 years.  
693. Swen F. Parson, Principal High School, DeKalb, Ill. 3 years.  
694. Royal W. Sanders, Bloomington, Ill. 5 years.  
695. William J. Sutherland. Principal Public Schools, Oregon, Ill. 6 years.  
696. Benjamin F. Vaughan. Decatur, Ind. 2 years.  
697. Charles F. Watt. 3 years

#### Class of 1893.

698. Jennie Bailey, Moline, Ill. 5 years.  
699. Mae Cook, Marinette, Wis. 3 years.  
700. Jessie H. Cunningham, Richmond, Ind. 5 years.  
701. Nettie T. Dahl, Granville, Ill. 5 years.  
702. Jude E. Davis, Rushville, Ill. 3 years.  
703. Margretta Hart, Maywood. D. R. Cameron School, Chicago. 5 years.  
704. Carrie P. Herndon, Morgan Park. 5 years.  
705. Lizzie I. Hilton, Maywood, Ill. 5 years.  
706. Georgia J. Kimball, 111 N. Guilford street, Huntington, Ind. 3 years.

707. Marguerite (McElroy) Westbrook, Paxton, Ill. 2 years.  
708. Sarah C. Parker, Steward, Ill. 2 years.  
709. Edith S. Patten, Austin, Ill. 5 years.  
710. Mary Weber, LaSalle. 5 years.  
711. Minnie S. Whitaker, Ottawa, Ill. 5 years.  
712. Kate White, Brocton, Ill. 5 years.  
713. Mary L. (Wilcox) Henry, Edinburg, Ill.  $1\frac{1}{2}$  years.  
714. Jennie R. Wright, 346 LaSalle avenue, Chicago. 4 years.  
715. Archibald J. Alcorn. 3 years.  
716. Edward C. Backer, Ravenswood, School, Chicago. 5 years.  
717. Herman J. Backer, Rose Hill School, Chicago. 5 years.  
718. Joseph A. Dixon. Student, University of Chicago. 4 years.  
719. William B. Elliot, Altona, Ill. 3 years.  
720. George H. Gaston. Student University of Illinois. 1 year.  
721. William L. Goble. Principal High School, Paris, Ill. 4 years.  
722. Walter S. Goode. Principal Public Schools, Palestine, Ill. 5 years.  
723. Paul E. Grabow. Principal Public Schools, Malta, Ill. 5 years.  
724. James A. Hodge. Principal Public Schools, Cherry Point, Ill. 4 years.  
725. Warren Jones. Principal Public Schools, Lovington, Ill. 5 years.  
726. John P. Merker. Assistant in High School, Belleville, Ill. 5 years.  
727. John D. Murphy, Normal, Ill. Paid tuition in full.  
728. William S. Pierce. Teacher in Steinmann's Institute, Dixon, Ill. 5 years.  
729. William D. Scott. Principal Public Schools, Leland, Ill. 5 years.  
730. Herbert C. Waddle. Principal Public Schools, Vinton, Iowa, 5 years.  
731. William S. Wallace. Principal Public Schools, Savanna, Ill. 5 years.  
732. Henry D. Willard, 726 West Seventh street, Los Angeles, Cal. 3 years.

## Class of 1894.

733. Isabella Anderson, McLean, Ill. 4 years.  
734. Cora Belle (Barney) Bellows, 2147 Sherman avenue, Evanston, Ill. 1 year.  
735. Willie Bell (Butler) Francis, Huntingdon, Ind. 4 years.  
736. Augusta Elizabeth Corbin, Elwood, Ill.  $1\frac{1}{2}$  years.  
737. Annie Ethelyn Gaylord, Plymouth, Ill. 4 years.  
738. Eleanor Hampton, Austin, Ill. 4 years.  
739. Eva Belle Houser, Bloomington, Ill. 4 years.

740. Mary Josephine McCafferty, Rankin, Ill. 2 years.  
741. Lillian Samantha Nelson, Champaign, Ill. 4 years.  
742. Evelyn Peltier, Chicago. 4 years.  
743. Pauline Marie Rosalie Schneider, Clintonville, Wis. 4 years.  
744. May Slocum, Evanston, Ill. 4 years.  
745. Lida Jane Smith, Lexington, Ill. 2 years.  
746. Rosa Waugh, Elgin, Ill. 4 years.  
747. Frederic Delos Barber. Graduate Student, University of Chicago.  
2 years.  
748. Herbert Bassett, Principal East Side School, El Paso, Ill. 4  
years.  
749. Joseph Grant Brown, Assistant in Science Department State  
Normal School, Normal, Ill. 4 years.  
750. Charles Dayton Coley, Graduate Student, Normal, Ill. 3 years.  
751. Thomas Higdon Gentle, Canton, Ill.  
752. Edward Clement Graybill, Beecher City, Ill. 4 years.  
753. Albert Smith Hanna, Student in Harvard University.  
754. John Alexander Hull Keith, Student Harvard University. 2 years.  
755. Wilson Klinger, Student in Jena, Germany.  
756. Mason E. Knapp, Principal Remington School, Fort Collins, Colo.  
2½ years.  
757. Benjamin Clay Moore, Principal Public Schools, Leroy, Ill.  
4 years.  
758. Frederick Gilgert Mutterer, Student University of Chicago. 2  
years.  
759. Curtis Finley Pike, Principal of Schools, Mosca, Colo. 3 years.  
760. Jacob W. Rausch, Morris, Ill. 3 years.  
761. William Thomas Skinner, Principal Public School, Loda, Ill.  
4 years.  
762. Ernest Algier Thornhill, Student Harvard University. 2 years.  
763. William Wesley White, Apple River, Ill. 6 months.

Class of 1895.

764. Fannie Baller, Normal, Ill.  
765. Mabel Winslow Barrett, Pekin, Ill. 2 years.  
766. Mary Bertha Boulter, LaGrange, Ill. 3 years.  
767. Martha Alice Grattan, Grand Forks, N. D. 2 years.  
768. Phebe Hammond, Mt. Sterling, Ill. 3 years.  
769. Margaret (Hanna) Haney, Dawson, Ill. 1 year.  
770. Mary Emma Morgan, Keithsburg, Ill. 3 years.  
771. Nellie Maria Phillips, Assistant in Practice School, State Normal  
School, Greeley, Colo. 3 years.  
772. Louemma Raber, Freeport, Ill. 3 years.



- 773. Anna Barbara Schulte, Chester, Ill. 2 years.
- 774. Agnes Marion Smith, Chicago, Ill. 3 years.
- 775. Laura Mabel Thompson, Bartlett, Ill.
- 776. William Ross Cothorn, Chicago, Ill. Medical Student. 1 year.
- 777. Frederick George Curtis, Principal Public Schools, Dalton Station, Ill. 3 years.
- 778. Henry Hugh Edmunds, Principal Public Schools, Atlanta, Ill. 3 years.
- 779. John William Fisher, Peru, Ill. 2 years.
- 780. William E. Hedges, Chicago, Ill. 3 years.
- 781. Edward Richard Hendricks, Carpentersville, Ill. 2 years.
- 782. Thomas Arthur Hillyer, Superintendent of Schools, Shelbyville.
- 783. Samuel B. Hursh, Principal Wallace School, Sterling, Ill. 3 years.
- 784. Joseph McNichols Hutchinson, Principal Public Schools, Wyoming, Ill. 3 years.
- 785. Granville Bond Jeffers, Supervisor of Intermediate Grades, Bloomington, Ill. 3 years.
- 786. Frank Lindley, Paxton, Ill. 2 years.
- 787. Justin Jay Love, Student University of Illinois. 2 years.
- 788. George Edward Marker, Principal Public Schools, Lawrenceville, Ill. 3 years.
- 789. Andrew Hutton Melville, Principal Grammar Department Practice School, Normal, Ill. 3 years.
- 790. Chessley Justin Posey, Principal Public Schools, Sugar Grove, Ill. 3 years.
- 791. Reuben Tiffany, Principal Public Schools, Hanover, Ill. 3 years.
- 792. Clyde Renal Travis, Principal Public School, Manchester, Ill. 1 year.
- 793. Thomas Brinton Wortman, Science Teacher, Morris, Ill. 1½ years.

#### Class of 1896.

- 794. Anna Belle Arbogast, Normal, Ill. 1 year.
- 795. Sadie Emma Arbogast, Normal, Ill. Paid tuition.
- 796. Rose Bland, Normal, Ill. 2 years.
- 797. Jessie Jane Bullock, Eureka, Ill. 1 year.
- 798. Flora Evangeline Campbell, New York City. 1 year
- 799. Carrie Maria Carpenter, Henry, Ill. 2 years.
- 800. Lillian Chenoweth, Forrest, Ill. 2 years.
- 801. Eva May Chisholm, Farmer City, Ill. 2 years.
- 802. Lucy Maude Clanahan, Springfield, Ill. ½ year.
- 803. Myrtle Clanahan, Springfield, Ill. 2 years.
- 804. Rugh Coen, Normal, Ill.

805. Daisie Delle Dickey. Kewanee, Ill.
806. Alice Irene Eldred, Gardner, Ill. Paid tuition.
807. Jessie Agnes Grainey, East St. Louis, Ill. 2 years.
808. Emma Flora Harpstrite, Decatur, Ill. 2 years.
809. Ella Mabel Harris, Moline, Ill. 2 years.
810. Jessie May Himes, Santa Fe, N. M. 2 years.
811. Mary Florence Hobart, Glen Ellyn, Ill. 2 years.
812. Laura Helen Holly, Spring Valley, Ill. 2 years.
813. Charlotte Marguerite Kates, Maywood, Ill. 2 years.
814. Ada Anna Kuhns, Bloomington, Ill. 2 years.
815. Maria Electa Moulton, Normal, Ill. 1 year.
816. Anna Carruthers Nixon, Marissa, Ill. 2 years.
817. Pearl Myrtle (Perry) Stokes, Cornell, Ill. 2 years.
818. Iva Mae Quigg, Minier, Ill.  $1\frac{1}{2}$  years.
819. Lela Belle (Reid) Barnes, 5315 Jackson avenue, Chicago. 1 year.
820. Ada Myrtle Ruhl, Clinton, Ill. 2 years.
821. Mary Esther Sabin, Evanston, Ill.  $1\frac{1}{2}$  years.
822. Elizabeth Taylor Schaeffer, Bloomington, Ill. 2 years.
823. Mary Minerva Steagall, Chester, Ill. 2 years.
824. Ruby Linda Traver, Wheaton, Ill. 2 years.
825. Jesse Black, Pekin, Ill. 1 year.
826. Frank Smith Bogardus, Principal Public Schools, Metamora, Ill. 2 years.
827. Elzy Cartwright Cavins, Principal Public Schools, Neoga, Ill. 2 years.
828. Albert Crouse Cohagan, Principal Public Schools, Mt. Sterling, Ill. 2 years.
829. Alan Dewain Cowan, Ipava, Ill.
830. Harry Bert Fox, Carrollton, Ill. 2 years.
831. Lewis Theron, Gallaher, Student University of Illinois, Champaign, Ill. 1 year.
832. Thomas Henry Greaves, Lerna, Ill. 2 years.
833. Hershel Edward Kanaga, Principal High School, Pana, Ill. 2 years.
834. William Ernest Knott, Normal, Ill. 1 year.
835. Charles Thomas Law, Principal Public Schools, Hennepin, Ill.
836. Paul Thomas Lehman, Payson, Ill.  $1\frac{1}{2}$  years.
837. William Herman Dietrich Meier, Principal Public Schools, Ipava, Ill. 2 years.
838. Otto Sylvester Meyer, Principal of Schools, Lombard, Ill. 2 years.
839. James Edward O'Neil, Bloomington, Ill.
840. John Thomas William Page, Principal of Schools, Leeds, N. D. 2 years.
841. Joseph Lewis Page, Niles, N. D. Paid tuition.

842. Ralph Plummer Peairs, Joliet, Ill.  
843. Nelson Davidson Pike, Normal, Ill. Graduate Student Illinois State Normal University. 1 year.  
844. Harry Brusha Price, Principal Public Schools, Franklin Grove, Ill. 2 years.  
845. Charles Aubert Pricer, Principal Public Schools, Mahomet, Ill. 2 years.  
846. Edward Percy Prince, Bloomington, Ill. 1 year.  
847. Edward William Quick, Principal Riverdale Public Schools, Riverdale, Ill. 2 years.  
848. Philip Harmon Shaub, Principal Public Schools, Ohio, Ill. 2 years.  
849. John Arthur Strong, Principal Township High School. Biggs-ville, Ill. 2 years.  
850. Ernest Algier Thornhill, Student Harvard University.  
851. William Jackson Whetsel, Benson, Ill. 1 year.  
852. Robert Edwin Worley, Principal High School, El Paso, Ill. 2 years.

## Class of 1897.

853. Cora Ethel Baker, Normal, Ill.  
854. Estelle Katherine Baker, Belleville, Ill.  
855. Harriet Bland, Normal, Ill.  
856. Eva Belle Boyce, Bloomington, Ill. 1 year.  
857. Mabel Anna Cooper, Maywood, Ill. 1 year.  
858. Gertrude Darby, Yankton, S. D. 1 year.  
859. Etta Melissa Fairfield, Bloomington, Ill. 1 year.  
860. Jessie Felton, Bloomington, Ill. 1 year.  
861. Grace Fenton, Danville, Ill. 1 year.  
862. Mary Fletcher, Milledgeville, Ill. 1 year.  
863. Elizabeth Twining Hall, Oregon, Ill. 1 year.  
864. Emma Louise Lee, Bergen, Wis.  $\frac{1}{2}$  year.  
865. Myrtle Margaret Liggitt, Chicago, Ill.  
866. Blanche Lurton, Student U. of M., Ann Arbor, Mich.  
867. Edna Belle Michaelis, Maywood, Ill. 1 year.  
868. Anna T. Mitchell, Springfield, Ill.  
869. Edith Belle Mize, Danville, Ill. 1 year.  
870. Eva Mary Moon, Danville, Ill. 1 year.  
871. Elsie Patterson, Normal, Ill. Paid tuition.  
872. Alice Frances Phillips, Bluffton, Ind. 1 year.  
873. Effie Pike, Normal, Ill. 1 year.  
874. Wilhelmine Rhinesmith, Mattoon, Ill. 1 year.  
875. Laura Schlatterer, Sycamore, Ill.  
876. Amelia Alice Sikkema, Belleville, Ill.  
877. Nora Mae Simmons, Griggsville, Ill. 1 year.

- 878. Bessie Bedell Stevenson, Bloomington, Ill. 1 year. Paid tuition.
- 879. Emma Washburn, Bloomington, Ill. Paid tuition.
- 880. Franklin Benjamin Carson, —.
- 881. John Calvin Hall, Peru, Ill. 1 year.
- 882. Joel Alva Harley, Superintendent Public Schools, Galena, Ill.  
1 year.
- 883. George Stephen Hoff, Danville, Ill.
- 884. George Warren Hunt, Ipava, Ill. 1 year.
- 885. Riley Oren Johnson, Hindsboro, Ill.
- 886. Fred Granville Patch.
- 887. Benjamin Perry, Melvin, Ill.
- 888. Warren Hale Rishel, Velarde, N. M.
- 889. Francis Thompson, Maywood, Ill. 1 year.
- 890. Martin Lewis Ullensvang, Student of University of Illinois, Cham-  
paign, Ill.
- 891. Winthrop Selden Welles, Principal Public Schools, Granville, Ill.  
1 year.

## High School Alumni.

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(These persons, except those who graduate also from the Normal Department, paid their tuition in full, and are under no obligation to teach.)

### Class of 1865.

1. Gertrude (Case) Young, Dayton, O. Taught 9 years.
2. Clara V. (Fell) Fyffe, Normal, Ill.
3. Charles L. Capen, Bloomington, Ill. Lawyer.
4. Howard C. Crist. Died 1883.
5. Hosea Howard, St. Louis, Mo. Wabash, St. Louis & Pacific Ry.
6. William McCambridge, Bloomington, Ill.
7. Robert McCart, Cripple Creek, Colo. Lawyer.

### Class of 1868.

8. Anna (Edwards) Dougherty, Peoria, Ill. Taught  $1\frac{1}{2}$  years.
9. R. Arthur Edwards. See No. 137.

### Class of 1869.

10. Gratiot Washburn. Died 1886.

### Class of 1870.

11. Almira A. Bacon.
12. Nellie (Galusha) Smith, Peoria, Ill. Taught 1 year.
13. William Burry, Chicago. Lawyer.
14. William Duff Haynie, Chicago, Rookery Bldg. Lawyer.
15. William Hawley Smith, Peoria, Ill. Taught 4 years. County Superintendent  $6\frac{1}{2}$  years.

### Class of 1871.

16. Alice C. Chase, Chicago.

### Class of 1872.

17. Chalmers Rayburn, Burns, Kas. Taught 6 years.
18. Newton B. Reed, Woonsocket, South Dakota.

## Class of 1873.

19. M. Louise Abraham, Chicago. Taught 9 years.
20. Edmund J. James, Professor of Political Economy, University of Chicago. Taught 17 years.
21. J. Dickey Templeton, Bloomington, Ill. First National Bank.

## Class of 1874.

22. Adele (Cook) Sample, Bloomington, Ill.
23. I. Eddy Brown. See No. 232.

## Class of 1875.

24. Ann S. Wheaton, San Diego, Cal. Taught 11 years.
25. Nicholas T. Edwards, Los Angeles, Cal. Clergyman. Taught 1 year.
26. Frank W. Gove, Denver, Col. Taught 2 years.
27. Emrick B. Hewitt. Died March, 1879.

## Class of 1876.

28. J. Calvin Hanna. See No. 272.
29. Arabella D. Loer, Mexico, Mo.
30. Charles A. McMurry, Supervisor of Practice, State Normal School, Normal, Ill. Taught 13 years.

## Class of 1877.

31. Sarah (Coolidge) Hoblit, Bloomington, Ill.
32. Jennie Kingsley. Died in Denver, November, 1879. Taught 2 years.
33. Sabina F. (Mills) Dickey, Boulder Creek, Cal. Taught 8 years.
34. Laura Sudduth, Normal, Ill.
35. Frank A. Blandin, Streator, Ill.
36. George A. Franklin, Faribault, Minn. Superintendent Public Schools. Taught 16 years.
37. Theodore T. Hewitt, Freeport, Ill. Banker.

## Class of 1878.

38. Rachel M. (Fell) Treacle, Harrisonville, Mo. Taught 2 years.
39. Frances Preston. See No. 308.
40. Anna (Sudduth) Hopper. Died September 1894.
41. Willis C. Glidden. See No. 317.
42. Dorus C. Hatch, Georgetown, Col. Superintendent Public Schools. Taught  $5\frac{1}{2}$  years.



- 43. C. G. Laybourn. See No. 318.
- 44. Theodore W. Peers, Topeka, Kas. Physician. Taught 1 year.

Class of 1879.

- 45. Fannie C. Fell, Normal, Ill. Taught 5 years.
- 46. Hattie (Follette) McNamar, Woodstock, Ill.
- 47. Mary (Sudduth) McCormick, Normal, Ill.
- 48. Silas Y. Gillan. See No. 334.
- 49. Frauk B. Harcourt. See No. 296.
- 50. Nelson K. McCormick, Normal, Ill. Physician.
- 51. Frank McMurry. Dean School of Pedagogy, Buffalo, N. Y.  
Taught 11 years.
- 52. Oscar McMurry, 6441 Greenwood avenue, Chicago, Ill. Architect.  
Taught 4 years.
- 53. Thomas Williams, Lincolnville, Kas.

Class of 1880.

- 54. Helen M. (Baxter) Brakefield. See No. 338.
- 55. May (Hewett) Reeder. See No. 340.
- 56. Alice (McCormick) Trowbridge. See No. 407.
- 57. Frances Ohr, St. Paul, Minn. 520 Cedar street. Taught 13 years.
- 58. Frank Lufkin, City of Mexico.
- 59. Herbert McNulta, Chicago, Ill.
- 60. George K. Smith, St. Louis, Mo.

Class of 1881.

- 61. Elmer E. Brown. See No. 366.
- 62. John H. Tear. See No. 372.

Class of 1882.

- 63. B. Bayliss Beecher, Memphis, Tenn.

Class of 1883.

- 64. Mary L. (Beecher) Ensley, Memphis, Tenn. Taught 3 years.
- 65. Flora (Lewis) Rosenberry. See No. 406.
- 66. Dollie A. (McGowan) Gharst, Riverside, Cal. Taught 8 years.
- 67. Ida M. Porter. See No. 412.
- 68. Lillie M. (Walker) Smith, Homer, Ill. Taught 1 year.
- 69. William A. Crawford, Minneapolis, Minn.
- 70. Isaac B. Hammers, Panola, Ill. Taught 2 years.
- 71. W. Herbert Higby, Streator, Ill.

72. Edward F. Parr, Chicago, Ill.  
73. Frank H. Thorp. Teacher Institute of Technology, Boston, Mass.  
5 years.

## Class of 1884.

74. Edward Aldrich. See No. 447.  
75. Leader Messick. See No. 452.

## Class of 1885.

76. Murray M. Morrison. See No. 389.  
77. M. Joice Adams. See No. 458.  
78. Robert H. Elder, New York City, 50 Irving place.  
79. Harry M. Loehr, Bloomington, Ill.

## Class of 1886.

80. Jessie M. Dillon, Normal, Ill. 5½ years.  
81. Saidee J. Gray. See No. 491.  
82. Mary L. Kimball. See No. 493.  
83. Cora M. Rowell, Fresno, Cal. 5 years.  
84. Olive Sattley. See No. 499.  
85. May (Shinn) Giddings. See No. 500.  
86. Juliet A. (Wallace) Hitt. See No. 502.  
87. Lee O'Neil Browne, Lawyer, Ottawa, Ill.  
88. Jesse Hammers. Died December 2, 1890.  
89. Fred E. Jenkins, Principal Preparatory Department Shattuck  
School, Faribault, Minn. Taught 11 years.  
90. Harrie H. Town, Banker, Earlville, Ill.

## Class of 1887.

91. Lucy Coolidge, Decatur, Ill. Teacher in High School. 6½ years.  
92. Martha (Crist) Kasbeer. See No. 517.  
93. Bertha M. (Glidden) Bradt, DeKalb, Ill.  
94. Alice F. (Tryner) Evans, Bloomington, Ill.  
95. Jacob A. Bohrer, Bloomington, Ill. 4 years.  
96. Alexander M. Cunningham. Missionary, Pekin, China.  
97. J. Robert Effinger, Jr., Professor of French of U. of M., Ann  
Arbor, Mich. Taught 7 years.  
98. Walter H. Green, Orleans, Neb.  
99. Charles B. Harrison, Bloomington, Ill.  
100. Joab R. Kasbeer. See No. 531.  
101. George M. Peairs. Physician, Morris, Ill. 1 year.  
102. Harry J. Peairs, Allegheny City, Pa. 1 year.

103. Leonard M. Prince. Died November 1, 1895.  
104. William F. Ryburn, Milford, Ill.  
105. John A. Scott, Evanston, Ill. Instructor in Greek. Taught 6 years.

## Class of 1888.

106. M. Sophie Barry. See No. 539.  
107. Laura McCurdy, Bloomington, Ill.  
108. Josie L. (Roberts) Bent, Oglesby, Ill. 3 years.  
109. Clarence C. Carroll, Bloomington, Ill.  
110. Dexter W. Fales, M.D., 915 L. St. N. W., Washington, D. C.  
111. Hanan McCarrell. See No. 560.  
112. Walter G. Porter, Normal, Ill.

## Class of 1889.

113. Luella M. Denman. See No. 576.  
114. Sarah L. (Saltsman) Rhea. See No. 581.  
115. Lemuel F. Buck, Moawequa, Ill.  
116. Clifford H. Coolidge, Bloomington, Ill.  
117. Francis G. Dullam, Minneapolis, Minn.  
118. Lucian H. Gilmore. Professor, Throop Polytechnic Institute, Pasadena, Cal.  
119. Theodore L. Harley, Teacher in High School, Bloomington, Ill. 4 years.  
120. Joseph Manley. Teacher in Marietta College, Ohio. 5 years.  
121. Edmund B. McCormick, Assistant Professor Mechanical Engineering, State College, Bozeman, Mont. 1 year.  
122. Brainard L. Spence, Oakland, Cal.  
123. Harry Weber, Washington, D. C.

## Class of 1890.

124. Iva M. Durham, Deaconess Home, 2978 Main street, Buffalo, N. Y. 3 years.  
125. Annie L. Glidden, Chicago, 2 years.  
126. Clara B. (James) Herrick, Philadelphia, Pa. 2 years.  
127. Cora M. Porterfield. See No. 602.  
128. May (Skinner) Parker, Rockford, Ill.  
129. Kittie D. (Wright) Stillhammer, Bloomington, Ill.  
130. Jesse L. Frazeur, Chicago. 4 years.  
131. Frank E. King. See No. 622.  
132. Silas Ropp, Irving Park, Ill.  
133. James F. Wilson, Mt. Palatine, Ill. 2 years.

## Class of 1891.

- 134. Mellie E. Bishop, Bloomington, Ill. 4 years.
- 135. Grace Cheney, Bloomington Ill.
- 136. Agnes S. Cook, Assistant in Rhetoric, University of Illinois. 1 year.
- 137. Rachel Crothers, Bloomington, Ill.
- 138. Edna (Mettler) Stowell. See No. 639.
- 139. Louise M. Vickroy, 808 Holmes street, Los Angeles, Cal.
- 140. George P. Burns, Williamsville, Ill. 7 years.
- 141. Cary R. Colburn. 3 years. See No. 683
- 142. Philip H. Erbes. See No. 649.
- 143. Charles W. Mills. 1 year.
- 144. William B. Moulton, Menlo Park, Cal.
- 145. Bertrand D. Parker. See No. 655.
- 146. James B. Pollock. See No. 656.
- 147. James J. Sheppard. See No. 658.
- 148. Charles C. Wilson. See No. 659.

## Class of 1892.

- 149. Grace E. Chandler, Galena, Ill.
- 150. Lura E. Eyestone, Normal, Ill. 5 years.
- 151. Enid (Gibson) Hillegas, 2536 Wabash avenue, Chicago.  $\frac{1}{4}$  year.
- 152. Anna Gilbourne, Cabery, Ill.  $3\frac{1}{2}$  years.
- 153. Asenath Grier, Lexington, Ill. Student in University of Chicago. 3 years.
- 154. Metta Huling, Bloomington, Ill.
- 155. Walter H. Baird, Leroy, Ill. 4 years.
- 156. Arthur Bassett, Normal, Ill.
- 157. George W. Bishop, Bloomington, Ill. Teacher in High School. 4 years.
- 158. Edgar Blackburn, Helena, Mont.
- 159. John B. Cleveland, Sheffield, Ill. Principal of Schools.  $3\frac{1}{2}$  years.
- 160. Herbert S. Hicks, Rockford, Ill.
- 161. Samuel Holder, Bloomington, Ill.
- 162. Frank E. King. See No. 622.
- 163. Weldon E. Porter, Normal, Ill.
- 164. George W. Riley, Bates House, Indianapolis, Ind.
- 165. Walter D. Scott, Chicago, Ill.

## Class of 1893.

- 166. Grace D. Aldrich, Normal, Ill.
- 167. Nellie J. Benson, Bloomington, Ill.
- 168. Sarah H. Clark, Assistant in High School, Bloomington, Ill. 4 years.

169. Katie P. Evans, Normal, Ill. 1 year.
170. Junia M. Foster, Longmont, Col.
171. Mrs. Jesse Frazeur, Chicago, Ill. 1 year.
172. Nellie I. Kofoid. University of Illinois, Champaign, Ill.
173. L. May (Leaton) Rodman, Normal, Ill. 3 years.
174. Alice Patten, Bloomington, Ill. Teacher in High School. 1 year.
175. Bertha Rutledge, Empire, Ill.
176. Grace A. Sealey, Normal, Ill. 2 years.
177. Ethel L. Tryner, Bloomington, Ill.
178. William H. Arbogast, Normal, Ill.
179. James H. Forrester, Taylorville, Ill.
180. J. Philip Merker. See No. 726.
181. Cuthbert F. Parker, Holyoke, Colo.
182. Thomas L. Pollock, Bloomington, Ill.
183. Elmer I. Rowell, University of California.
184. Frank H. Wescott, Principal Public Schools, Lacon, Ill. 2 years.

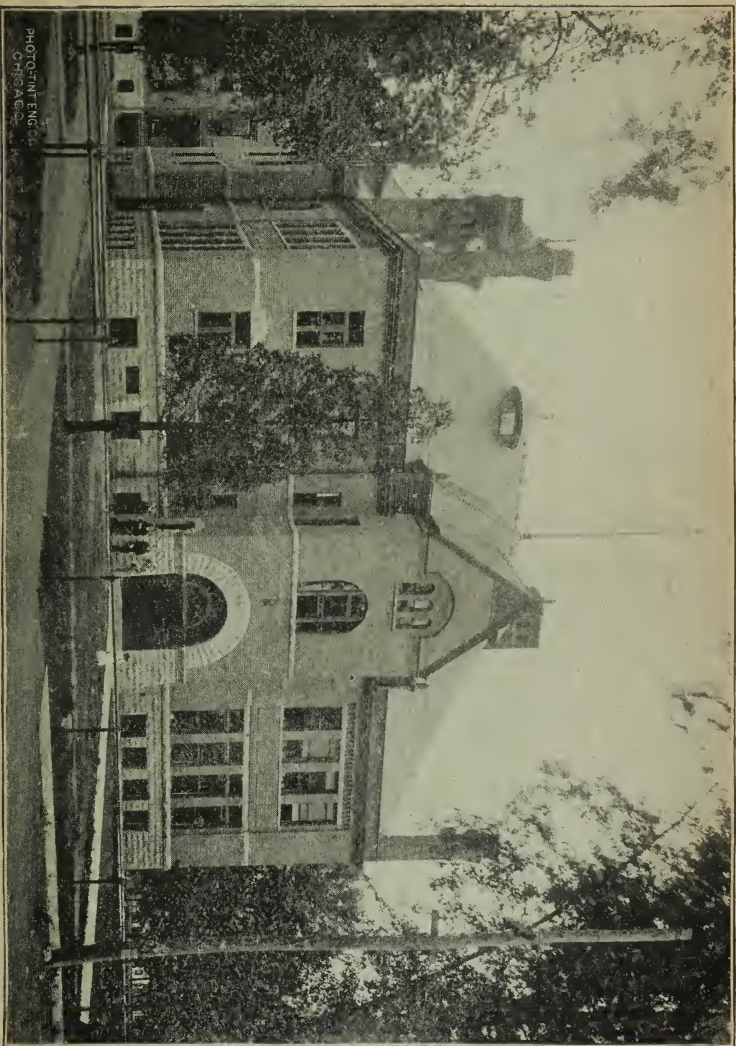
Class of 1894.

185. Effie Allspaugh, Lexington, Ill.
186. Mrs. R. O. Butterfield. See No. 664.
187. Charlotte B. Capen, Bloomington, Ill. Student of U. of C.
188. Stella R. Eldred, Gardner, Ill.
189. Neffa B. Emerson, Bloomington, Ill.
190. Florence B. Evans, Bloomington, Ill.
191. Nellie F. Goodwin, Normal, Ill.
192. Ruth E. Moore, Farmer City, Ill. 2 years.
193. H. L. Mabel Porterfield, Normal, Ill.  $\frac{1}{2}$  year.
194. Eunice F. Sater, Jacksonville, Ill.
195. Rosa Waugh. See No. 746.
196. Frank P. Bachman, Teacher in High School, Decatur, Ill.  $\frac{1}{2}$  year.
197. Burl P. Baker, Principal Schools Clyde, Ill. 3 years.
198. G. Gordon Burnside, Principal of High School, Vandalia, Ill. 4 years.
199. Alfred C. LeSourd, Topeka, Ill. 4 years.
200. Bert H. McCann, Normal, Ill.
201. Harry C. McCart, Fort Worth, Texas.
202. Charles G. Miller, Moweaqua, Ill.
203. Frederick G. Mutterer. See No. 758.
204. Ora M. Rhodes. Student in U. of I.
205. Harvey S. Smith, Principal of Public Schools, Tonica. 2 years.
206. Harry R. Spickerman, Bloomington, Ill. Physician.
207. J. William Taylor, Williamsville, Ill.
208. Daniel Thompson, Randolph, Ill. 1 year.
209. Theodore Thompson, M.D., Shelbyville, Ill.

## Class of 1895.

- 210. Pearl L. Ballard, Normal, Ill. 3 years.
- 211. Blanche C. Baller, Bloomington, Ill.
- 212. Jessie J. Bullock, Eureka, Ill. 2 years. See No. 797.
- 213. May M. Cavan, Minneapolis, Minn.
- 214. Ruah Coen, Normal, Ill.
- 215. Catherine L. Cowles, Bloomington, Ill.
- 216. Emma Fry, Normal, Ill.
- 217. Harriett B. (Fyffe) Richardson, Milwaukee, Wis.
- 218. Daisy Garver, Bloomington, Ill.
- 219. Lou R. Hart, Gardner, Ill.
- 220. Eleanor (Keady) ———, Normal, Ill.
- 221. Sallie R. Marshall, Normal, Ill.
- 222. Flora (Thompson) Manchester, Normal, Ill.
- 223. James D. Allen, Bloomington, Ill.
- 224. Fred R. Baker, Bloomington, Ill. Student Williams College.
- 225. Charles M. Barton, Pleasant Hill. 1 year.
- 226. Claude Briggs, Minier, Ill. Taught  $1\frac{1}{2}$  years.
- 227. John L. Cook, Normal, Ill.
- 228. Roy H. Dillon, Normal, Ill.
- 229. John T. Elliff, Pekin, Ill. Deputy Circuit Clerk.
- 230. George K. Foster, Normal, Ill. Student I.S.N.U.
- 231. William T. Kirk, Bloomington, Ill.
- 232. Ferdinand C. McCormick, Normal, Ill. Student Medical College,  
Chicago.
- 233. Fred R. McMurry, Normal, Ill.
- 234. Fred W. Parker. Student Dental College. Chicago.
- 235. Ralph W. Parker. Student Dental College, Chicago.
- 236. Thomas W. Tipton. Lieutenant U. S. Army.





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THE PRACTICE SCHOOL

















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